Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Teacher's Book



Property of Ministry of Education

NOT FOR RESALE

8

Contents

Introduction

Who is **Sunrise 8** for?
Sunrise is specially written to meet the needs of secondary classes in Kurdistan. The material:
- is clear and easy to follow.
- is motivating and enjoyable.
- has clear aims and provides regular revision and testing.
- contains projects to encourage students to work together.
- can be used for mixed-ability teaching. The Teacher's Book provides optional activities to help the teacher adapt to different teaching situations and the Activity Book provides extra practice where needed.
- contains social, cultural and historical information.

What are the components of **Sunrise**?
- Student's Book
- Activity Book
- Teacher's Book
- Audio CD

Student's Book

What's in the Student's Book?
- Units 1-7, each with four lessons, a Review and an English-Speaking World lesson. Lessons 1, 2 and 3 are language lessons and 4 is an integrated skills lesson.
- A Welcome Unit to introduce the characters in the book. A Farewell Unit to end the course on an up-beat note, and to look forward to next year.
- Grammar Summary
- Wordlist

How is the Student's Book organised?
Units 1–7 are topic-based and follow the adventures of the winners of a competition on YTV – an imaginary world satellite/cable TV channel. Their prize is a week's holiday in London. The story of the winners' experiences and related topics continue throughout the book.

The YTV theme provides a suitable vehicle for cultural, historical, literary and environmental topics.

Lessons 1, 2 and 3 of each unit introduce and practise the new language. The language is introduced in dialogue or text which is followed by a number of comprehension and practice activities. Students put new language and knowledge into practice to talk about themselves and their world. All these lessons contain Grammar and Pronunciation or Vocabulary activities and many have games and Fact Files. Lessons usually end with a writing activity.

Lesson 4 of each unit has five sections covering Reading, Listening, Speaking, Writing and To Help You Study…. The To Help You Study…. section gives useful tips to help students learn English and remember vocabulary. All these lessons end with a special English Fact File.

The Review revises the language of the unit and ends with a song in Units 2, 4, 6 and the Farewell Unit.

The lesson material can be exploited flexibly according to the size and kind of class you have. The Teacher's Book gives suggestions for starters to lessons, optional activities throughout each lesson, follow-up activities for consolidation and extension, and homework. These help the teacher adapt the book to suit different teaching situations and provide revision and recycling as well as opportunities for further language development.

What about grammar?
Lessons 1-3 in each unit focus on particular grammar points. These are highlighted in the lesson heading and in the Grammar Boxes and practice activities. There is a Grammar Summary at the back of the book, organised by unit, which students and teachers can refer to during lessons or for homework. The back of the book also contains a list of all the irregular verbs that appear in **Sunrise**.

What about pronunciation?
Pronunciation sections in Lessons 1-3 of each unit give practice in pronunciation – mainly sounds and word stress. These activities are recorded and provide models for repetition.

What about vocabulary?
Vocabulary development is systematic and the Wordlist gives lesson-by-lesson coverage of all new words. Students are encouraged to develop and maintain their own vocabulary notebooks in the Study Skills sections and many activities in the Students' and Activity Books are provided to revise and extend vocabulary areas.

What about pair and group work?
Many of the activities are designed for students to do in pairs or small groups. Opportunities for pair and group work are pointed out in the Teacher's Book.

What about projects?
There is a project for each unit. These projects are intended to be used with the whole class after completing a unit. Alternatively, projects could be used for homework or as supplementary material with the more confident students in mixed-ability classes. The projects provide a valuable resource for student creativity, self-expression and language consolidation. Students are encouraged to make a **Sunrise File** based on different topics from the Student's Book. These files could be put into a hole-punched book to display in class.

What about the songs?
The songs have been specially written for **Sunrise 8**. They include examples of the grammar recently taught. They are specifically designed for students to sing in and outside the classroom to encourage them to revise and repeat the grammar they have learnt.

What about the English-Speaking World lessons?
These are designed to introduce students to aspects of culture, history and geography in English-speaking countries. The Teacher's Book includes Extra Information on the places and countries that you may wish to use with your students. The lesson on Kurdistan (Unit 7) is included to help students feel at home in speaking, writing, listening and reading about their own country in English and to feel part of a worldwide English-speaking community.

Activity Book

What's in the Activity Book?
Lessons 1–3 of each unit contain Grammar, Vocabulary and Pronunciation activities. Lesson 4 develops Reading, Writing and Study Skills, and includes a crossword for vocabulary consolidation. The Review contains more formal exercises in the style of the Cambridge Exams to revise the unit language, and ends with a 'How good are you?' section inviting students to think about their progress in the unit.

How do I use the Activity Book?
The Activity Book offers many options. It can be used for homework or in class after completing a lesson in the Student's Book. Alternatively you may wish to do some or all of the activities as you proceed through the lesson. You may like to use the Review as a more (or less) formal test. The Activity Book Answers are at the back of the Teacher's Book.

Teacher's Book

What's in the Teacher's Book?
- Introduction
- Lesson notes including CD scripts and answers
- Activity Book Answers
- Grammar Section
- Wordlist
- Sunrise File pages

How do I use the lesson notes?
The lessons in the Student's Book are designed to be taught as they stand. All you need is the Student's Book and the CD. The lesson notes in the Teacher's Book offer you extra options: ideas to start your lessons, optional activities throughout the lesson, and follow-up and homework suggestions. The CD script and answers for each lesson are also provided. A quick look at the lesson notes before class will enable you to tailor your lesson to the particular group you are teaching without having to spend a long time on preparation. Similarly, the answers to the activities in the Student's Book and Activity Book can be given to students on the board if desired, cutting down on your time spent marking after class.

CD

What's recorded on the CD?
The CD contains all the recorded listening material in the Student's Book including Grammar, Pronunciation, Review activities and the songs. Recorded items are indicated by a CD symbol in both the Student's and Teacher's Book.
The CD is an important component of the course. Although, of course, you have the option of reading the texts yourself to your class we feel that students should get as much practice in listening to native speakers and in repeating the native speech patterns as possible.

Map of the Book

Welcome *Meet everyone!*

Vocabulary
Revision of countries

Aim: to introduce the students to some of the characters who appear in Sunrise 8.

1 Listen and Read

• Play the CD. Pause after each sentence. Students should write the names of the characters as they hear them. It does not matter at this stage if they get the spelling of the names wrong.
• Play again. This time students write the names of the countries the characters come from.
• Students open their books, check their answers and correct the spelling where necessary.
• Play the CD again. Pause to allow students to repeat.
• Students answer the questions.

CD script and answers **Track 2**

Paula *I'm Paula and this is YTV from London. We're in Trafalgar Square and here are some of the winners of our holiday competition! Their prize is one week's holiday in London!*

Carol *Hi! I'm Carol and I'm English. I live in York.*

Pedro *I'm Pedro and I'm from São Paulo in Brazil. And this is Ela – she's from Poland.*

Ela *Hi! I'm from Warsaw.*

Lana *Hello. My name's Lana. I'm from Silemani in Kurdistan.*

Sally *I'm Sally. I live in Melbourne in Australia.*

Ben *Hi! I'm Ben. I live in New York.*

Rawand *Hi. I'm Rawand. I'm from Erbil in Kurdistan.*

Jack *I'm Jack and I'm Scottish. I'm from Edinburgh. This is Carlos, and he's from Madrid in Spain.*

Carlos *Hello!*

Answers

1 *Edinburgh in Scotland.*
2 *São Paulo in Brazil.*
3 *Carlos*
4 *New York*
5 *Silemani in Kurdistan.*
6 *Ela*
7 *Sally*
8 *Paula*

2 Speak

• Students ask and answer, pointing at the pictures.
• In pairs, with books closed, student A says a name or a country. Student B answers with the country or the name of the character:

e.g. Student A: Ela — *Student B: Poland*
Student B: Kurdistan — *Student A: Lana and Rawand*

Go to Activity Book Welcome Unit Activity 1

1 MAKING FRIENDS

Lesson 1 *Look at those birds!*

Student's Book p8

Grammar
Adverbs of frequency – *always, usually, often,* etc.
Weather: *rain/snow,* etc. seasons: *spring/summer,* etc. points of the compass: *north/south-east,* etc.

Useful extras
- Map of the world.

To start …
- Ask students what they can remember about the characters from the previous lesson. Ask *Where is Carol from? Who is from Erbil?*, etc. You can divide the class into teams and give a point for each correct answer.

1 LISTEN AND READ

Aim: to introduce adverbs of frequency; listening and reading for details.

- Ask students to look at the photo on page 8 and identify the three people.
- Play the CD once. Students listen and read the dialogue.
- In pairs, students read the dialogue again and decide if sentences 1–6 are true or false.
- If the sentences are false they should correct them.
- Ask students to read their answers to the group.
- Play the dialogue again and pause after every line for students to repeat.
- Students practise the dialogue in groups of three.
- Students note down new vocabulary in their notebooks.

CD script **Track 3**

Narrator *The YTV group are on a tour of London.*
Sally *Oh, look at those birds! Aren't they lovely?*
Carol *I hate them. I don't like pigeons at all.*
Sally *But they're great!*
Jack *So are you happy here in England, Sally?*
Sally *Well… yes – but I miss my family and the sunshine.*
Jack *It's sunny here today!*
Sally *Now, yes. But it often rains in London.*
Carol *That's not true!*
Sally *Well, the weather is better in Melbourne. It never rains in the summer there.*
Jack *Is Melbourne in the south of Australia?*
Sally *It's in the south-east.*
Carol *And what's it like?*
Sally *It's a beautiful city. It's near the sea and the mountains. There are usually lots of tourists.*
Jack *Is it a big city?*
Sally *Yes, it is. But London is bigger.*
Carol *And better?*
Sally *No, wetter!*

Answers
1 *False. (She hates pigeons.)*
2 *False. (She says it often rains in London.)*
3 *False. (She says it never rains in the summer in Melbourne.)*
4 *False. (Melbourne's in the south-east of Australia.)*
5 *True.*
6 *False. (Melbourne's smaller than London)*

2 SPEAK

Aim: to introduce and practise adverbs of frequency, weather and seasons.

Teaching point 1: you may find it useful to show the adverbs of frequency like this: draw a line on the board with 0% at one end and 100% at the other. Write *never* under 0% and *always* under 100%. Then *usually* is at about 90%, *often* at about 60% and *sometimes* at about 30%.
Teaching point 2: in England we think of the seasons like this: spring = March/April – May; summer = June – August/September; autumn = September – October/November; winter = November – March.
- In pairs students look at the box and make sentences about the weather in London, e.g. *It never snows in autumn/it's usually sunny in summer.*
- Practise pronunciation of *usually*.

Extra activity

- Students write sentences about the weather in London.

3 Grammar File

Aim: to show the position of adverbs of frequency in sentences.

- Students read the sentences and note the position of the adverbs.
- They look at the information in Activity 2 and re-write the sentences including the correct adverbs.
- Check the answers round the class.

Answers

London in the summer:
It is sometimes cold.
It never snows.
It is often hot.
It is usually sunny.

London in the autumn:
It is sometimes hot.
It usually rains.
It is often cold.
It is often sunny.

4 Listen and Speak

Aim: to listen to information about frequency.

- Students look quickly at the pictures. They write the numbers 1–5 in their notebooks.
- Play the CD. Students listen and write the correct number of dots by each number 1–5.
- Play the CD again for students to check.
- Check round the class. Ask *How often does Anna go riding?*, etc.
- Play the CD again for students to repeat.
- Ask students about their week. *When do you get up/go to bed? When do you do your homework?*, etc.

CD script and answers Track 4

[Young woman (Anna)]

1 *I often go riding on Wednesdays.*
2 *I never go dancing on Fridays.*
3 *I usually go swimming on Thursdays.*
4 *I always go shopping on Sundays.*
5 *I sometimes go sailing on Saturdays.*

Go to Activity Book Unit 1 Lesson 1 Activities 1–4

5 Sound File

Aim: to match rhyming words.

- Students find the rhyming pairs from the two boxes.
- They write the pairs in their notebooks.
- Play the CD. Students listen and check.
- Play it again for them to repeat the rhyming pairs.

CD script and answers Track 5

Better – wetter
Hot – what
Snows – goes
Sunny – money
Cold – old
North – fourth
South – mouth
True - too

6 Speak and Write

Aim: to introduce and practise points of the compass and to talk about Kurdistan.

- Draw a compass on the board. Write *north*. Move your hand to south. Students look at the diagram in their books and call out *south*. Continue to complete your compass.
- Show students a map of the world. Point to, e.g. *New York*. Ask *Where is New York?* Students answer *It's in the north-east of The U.S.A.* Continue with other cities that students know.
- If you don't have a map, do the same activity. Students may have to say *I'm not sure where New York is. I think it's in the north-east of The U.S.A.*
- In pairs, students ask about towns and cities in Kurdistan.

Homework

- Students make a weather chart for their own town or village, like the one in Activity 2.
- They write five sentences about their town or village: the size, the climate, where it is, and maybe one feature e.g. *a football stadium/near the mountains,* etc.

Go to Activity Book Unit 1 Lesson 1 Activities 5 and 6

1 Lesson 2 *Why are we here?* Student's Book p10

Grammar
Why…? and *Because….*
Revision of present continuous and prepositions of place. *He's standing next to Ela.*
thief/to steal/tour guide/musician

To start …
• In pairs, sudents look at the photograph on page 10. How many of the characters can they remember? If they have difficulties they can look back at the Welcome Unit. Ask *Who is the new person helping Lana? Where do you think he comes from? Who is the other new character in the photograph?*

1 Listen and Read

Aim: to introduce *Why…?* and *Because….*

• Tell students to listen to the CD. Students find out the name of the boy helping Lana (*Rawand*), what he is doing, (*He's helping her put a film in her camera.*) and the name of the other new character and what he does. (*Greg. He's the tour guide.*)
• Play the CD with the books closed. Students listen and identify the new characters.
• Play the CD again. Pause after each sentence. Students repeat.
• Students read the dialogue and match the questions and answers.
• Check answers.

CD script **Track 6**

Narrator *The YTV group are sightseeing in Covent Garden.*
Ben *What's happening? Why are we here?*
Carol *Because Greg's telling everyone about Covent Garden.*
Ben *Who's Greg?*
Carol *He's the tour guide. He's standing next to Ela. He's wearing a YTV badge.*
Ben *Oh, look at Rawand and Lana! What are they doing?*
Carol *I think Rawand's helping Lana with her camera because she wants to put in a new film. Ow!*
Ben *Why did you say 'ow'?*
Carol *Because you're standing on my foot!*
Ben *Oh, I'm sorry. Hey, what's that man doing?*
Carol *Who do you mean? The musician?*
Ben *No, I'm talking about the tall man. He's standing behind the girl in the red hat. Is he helping her?*
Carol *No, he isn't helping her. He's putting his hand in her bag. I think he's taking her purse. Quick, let's stop him!*
Ben *He's running this way!*

Answers
1 c 2 e 3 d 4 f 5 a 6 b

2 Grammar

Aim: to highlight the way we use *Why…?* and *Because….*; to give written practice.

• Students read the grammar box.
• Do the first sentence with them. Ask them to say the *Why…?/Because…* sentences and write them correctly on the board.
 – *Why have you got a new camera?*
 – *Because it's my birthday.*
• Check answers.
• In class, or for homework, students can write complete sentences.

Answers

2 *Why do you you listen to music?*	*Because I like it.*
3 *Why don't you like sports?*	*Because I'm no good at them.*
4 *Why is she hungry?*	*Because she didn't have breakfast.*
5 *Why does Rawand speak English?*	*Because he learns it at school.*

Go to Activity Book Unit 1 Lesson 2 Activities 1–3

3 Speak and Listen

Aim: to review the Grammar; to predict before listening.

• Students look at the main photo. Ask *Who is the tall man? What is he doing?* Teach the word *thief.* Students now look at the last three lines of the dialogue. Ask *Why is he running? What happens next?* Give students a minute or two to discuss the likely outcome in pairs.
• Play the CD. Students listen. They hear what actually happened and compare their suggestions to the CD. Did any of the students predict correctly?

CD script Track 7

Ben	*He's running this way! Got you!*
Actor	*Hey! What are you doing?*
Ben	*You're a thief. Look – see what you're holding in your hand. It's that girl's purse.*
Actor	*Yes, that's right. It's her purse. Now can you see that man over there?*
Ben	*You mean the man with a video camera?*
Actor	*Yes. YTV are making a documentary here. I'm not a thief, I'm an actor!*
Ben	*Oh, no! I'm really sorry!*

4 Speak and Write

Aim: to practise asking and answering questions using the present continuous; to revise clothes and prepositions of place + *on the left/right*.

- Ask the class questions about the YTV group in the photo.
- In pairs, students continue to ask and answer questions about other people in the photo.
- Students now write five sentences in their notebooks describing people in the photo. They could do this, from memory, for homework.

Suggested questions and answers

What's Greg doing? He's looking at the map with Ela and Carlos.
Where's Lana standing? She's standing next to Rawand.
Where's the tall man standing? He's standing behind the girl in the red hat.
Where's the musician? He's standing on the left.

5 Pronunciation

Aim: to hear and practise syllable stress.

- Remind students about syllable stress. Explain that in individual words one syllable is pronounced more strongly, as in the example in their books.
- Check the meaning of the words in the exercise. Define words rather than translate them as this will encourage students to use the same technique.
- Play the CD pausing for students to repeat.
- Students mark the stress in the words and listen again to check. Feed back with individual students saying each word aloud and exaggerating the stressed syllable.

CD script and answers Track 8

camera garden sightseeing video

6 Write

Aim: to give further revision in describing people, where they are and what they're doing.

- Students look at the photo in the Welcome Unit on pages 6–7. Ask questions about the characters' clothes and what they are doing. Students write a paragraph to describe the people in the photo.

Extra activity

- In small groups, students read out sentences but leave out the character's name. Others guess who it is. This can be done in pairs or as a group.

Homework

- Students cut out photos and pictures from magazines and prepare sentences to describe them ready for the next lesson. They should describe what people are doing and what they are wearing.

Go to Activity Book Unit 1 Lesson 2 Activities 4–7

Lesson 3 *We're making a film.* Student's Book p12

Grammar
Question: <u>Whose?</u> Sequencing adverbs: first, next, then, after that, finally
Jobs in film/TV: *director/actor*, etc. Film/TV related words: *rehearse/documentary*, etc.
Other jobs and definitions.

To start …

• In pairs, one student describes people in the picture on page 12. The other student points at the person being described.

1 Listen and Read

Aim: to introduce sequencing adverbs and new vocabulary; to listen and read for details.

• Play the CD. Students listen and read the dialogue.
• Students answer the questions writing full sentences. Encourage them to guess the meaning of the words they don't know.

CD script Track 9

Greg *OK, everyone – come and meet Kate Dixon. She's a YTV director.*

Kate *Hi! I hope you're having a great time here in London! Now it's the actors' coffee break so I can tell you what we're doing. We're making a documentary for YTV about tourists in London. Today we're looking at a problem for some tourists – pickpockets.*

Carlos *Excuse me, what are 'pickpockets'?*

Kate *Pickpockets steal things from people's pockets and bags. They're a problem in lots of cities.*

Carol *What exactly do you do? I mean, what's the director's job?*

Kate *The director is in charge of the documentary. First, I plan the documentary. Next, I choose the actors. Then, we film the documentary. After that, I watch the documentary and make changes. Finally, I make sure that it isn't too expensive. Hey, Greg, you're drinking my coffee!*

Greg *Are you sure it's yours?*

Kate *I know it's mine.*

Greg *You're right! It's got sugar in it. Yuk!*

Answers

1 *She's a YTV director.*
2 *It's about tourists in London.* Or *It's about pickpockets.*
3 *They steal things from people's pockets and bags.*
4 *He's drinking Kate's coffee.*
5 *Greg's coffee doesn't have sugar in it.*

2 Grammar

Aim: to highlight sequencing adverbs.

Teaching point: point out to students that *First* always comes with the first action and *finally* with the last action. But *next/then/after that* can come in any order.
• Students read the Grammar box.

Grammar Summary p99

3 Listen and Write

Aim: to give listening and written practice for sequencing adverbs.

• Play the CD. Students listen.
• Students read the exercise. They listen to the CD again and number the actions.
• Finally they write in suitable sequencing adverbs.

CD script Track 10

Interviewer: *Carlos, tell me about your mornings.*

Carlos: *Well, first, my alarm wakes me up. I wake up at 7 o'clock every day. Then I have a shower. Next, I get dressed. After that, I have breakfast. Finally, I phone my family.*

Answers

a) 3 then/next/after that b) 5 finally
c) 1 first d) 2 then/next/after that
e) 4 then/next/after that

How to make your own film

• In this exercise students have to use their common sense to work out the correct order. The sensible order is:

Answers

1 e) First *2 d) then/next/after that*
3 b) then/next/after that *4 a) then/next/after that*
5 c) Finally

4 Speak and Write

- Give students a minute or two to make sentences, using sequencing adverbs, about how they start their day.
- In pairs, they tell each other.
- They write sentences about their partner.

Go to Activity Book Unit 1 Lesson 3 Activity 1

5 Vocabulary

Aim: to introduce and practise the vocabulary of television production; to listen for details.

- Before beginning the exercise, ask students to look at the photo. Point to different characters and ask *Can you guess their jobs?* Students think of as many 'television/film' jobs as they can.
- Students look at the exercise. They should do this individually using, where necessary, intelligent guesswork, e.g. *the script**writer writes** the film.*
- Students compare their answers in pairs. Play the CD and check answers.

CD script Track 11

Greg *So lots of people work together to make a documentary or film. First, there's the director. What does the director do? Can you remember?*

Carol *The director is the person in charge of the film.*

Greg *That's right. Then there's the person who writes the film, that's the scriptwriter. And there's the cameraman – the cameraman shoots the film, of course.*

Carlos *Sorry, what do you mean, shoot the film?*

Greg *Well, you shoot film with a camera – that's what we say.*

Carlos *Oh, I see.*

Greg *Yes, the cameraman is over there, he's making a phone call. And then there's the producer of the film – the producer is responsible for getting the money for the film. Of course, the actors are very important because they play the different parts in the film. And sometimes we use stuntmen and women.*

Lana *Who are they?*

Greg *They're the ones who do stunts, dangerous things in films – like fights, or car chases. There are always lots of stunts in James Bond films, for example.*

Jack *Are there stuntmen and women in this film?*

Greg *No – well only Ben and Carol!*

Answers

1 d 2 f 3 a 4 c 5 b 6 e

6 Pronunciation

Aim: to hear and practise syllable stress.

- Play the CD. Pause for students to write the words and mark the stress.
- Play the CD again and check answers, writing the words on the board. Students repeat the words using the correct stress.
- Point out the importance of listening for and using stress on all new words – if you stress the wrong syllable in a word it can be very difficult to understand.

CD script Track 12

director scriptwriter cameraman producer actors stuntmen stuntwomen

7 Speak and Write

Aim: to practise defining jobs.

- In pairs students follow the example and take it in turns to ask and answer questions about the jobs in Activity 5. They should cover up the definitions a) – f).
- In pairs, students ask and answer about the other jobs in activity 7.

Answers

1 *A bus driver drives buses.*
2 *A doctor makes ill people better.*
3 *A newsagent sells newspapers.*
4 *A student goes to school.*
5 *A pilot flies planes.*
6 *A pharmacist sells medicine.*

- In class, or for homework, students write the sentences.

Homework
Students write a short paragraph about a family member's job.

Go to Activity Book Unit 1 Lesson 3 Activities 2–5

1 Lesson 4 *Profiles*

Vocabulary

Personal information. Revision of clothes, colours, daily activities. Languages around the world.

To start 1 …

• Give students a short test on the job vocabulary from Lesson 3. If you have started a vocabulary box, take words from here. Give students definitions and ask them to write down the word. Check their answers and their spelling.

To start 2 …

• Write on the board: *Reading Writing Speaking Listening*. Individually, students number them from 1 to 4 in order of difficulty (1 = the most difficult). Ask *What do you find difficult about reading?*, etc. Explain that in the fourth lesson of every unit they are going to look specifically at these four areas.

READING

1 **Aim:** to read and connect ideas to complete a text; to review personal information.

• Students read through the interview. They complete the gaps (1) – (5) with their own answers.
• Call on different students to give you their answers.
• Now students look at Lana's answers on page 15. They put the correct answer in each gap. Do any of Lana's answers agree with theirs?
• Play the CD. Students listen and check.

CD script **Track 13**

Narrator ***YTV: Five Minutes With …Lana*** *Lana is one of the winners of our London holiday competition. What's she like? Find out here!*
Interviewer *Where do you live?*
Lana *In Silemani in Kurdistan, but at the moment I'm staying at the Royal Hotel in London.*
Interviewer *What are your favourite clothes?*
Lana *It depends. At weekends I wear trousers and a t-shirt but when I go to parties I often wear a traditional dress.*
Interviewer *What is your favourite English word?*
Lana *'Sorry'. English people say 'sorry' all the time!*
Interviewer *And your favourite colours?*
Lana *That's easy. Red and blue.*
Interviewer *What makes you angry?*
Lana *People who don't listen.*
Interviewer *What makes you happy?*
Lana *Picnics with my family.*
Interviewer *How do you relax?*
Lana *I listen to music.*
Interviewer *What languages do you speak?*
Lana *Kurdish, of course, and Arabic. And I'm learning English.*
Interviewer *Name someone very important to you.*
Lana *My friend Naz is very important to me. And of course my mother!*
Interviewer *Is there something special you do every day?*
Lana *That's difficult. Let me think. I know. I try and help someone every day.*
Interviewer *What are you reading at the moment?*
Lana *An English book. We're studying it at school. It's great!*

Answers

1 d 2 c 3 b 4 a 5 e

2 **Aim:** to read and connect ideas; to match questions to answers.

• Students look at Carlos's answers and decide which questions he is answering. Point out that students can find all the questions in Lana's interview with YTV.

Answers

1 And your favourite colours? 2 (3) 3 (4)
4 Name someone very important to you. 5 (5)

LISTENING

3 **Aim:** to listen for details and correct personal information.

• Students read through the profile. In pairs, they can try to predict what the incorrect information may be.
• Play the CD. Students listen for mistakes. They compare their answers in pairs before you play the CD again and check their answers.

CD script Track 14

Paula *Hello, and welcome to 'Five Minutes With Rawand'. Rawand is one of the winners of our London holiday competition. What's he like? Let's find out. Rawand, welcome, where are you from?*

Rawand *From Kurdistan, from Erbil.*

Paula *Tell us about you and your family.*

Rawand *Well, I'm fifteen and I live at home with my parents and my sister, Avesta.*

Paula *And how old is Avesta?*

Rawand *She's only three and she's fantastic.*

Paula *What are your favourite clothes?*

Rawand *That's easy – my trainers and my tracksuit.*

Paula *And your favourite colours?*

Rawand *Hmm. Orange and blue.*

Paula *And what's your favourite English word?*

Rawand *My favourite English word is 'yes!'*

Paula *What makes you angry?*

Rawand *Nothing!*

Paula *And what makes you happy?*

Rawand *My friends – it's great to be with good friends.*

Paula *How do you relax?*

Rawand *By listening to music and watching TV.*

Paula *What languages do you speak?*

Rawand *I speak Kurdish and I'm learning English.*

Paula *Is there someone very important to you?*

Rawand *Not one person, but my friends and family are very important to me. I'm missing them here in London.*

Paula *And is there something special you do every day?*

Rawand *I read for half an hour every morning. I love it!*

Paula *Thank you very much, Rawand. That's great.*

Rawand *Thank you.*

Answers

1 ~~*Dohuk*~~ *Erbil*
2 ~~*14*~~ *15*
3 ~~*red*~~ *orange*
4 ~~*listens to the radio*~~ *reads*
5 ~~*an hour every evening*~~ *half an hour every morning*

SPEAKING

4 **Aim:** to ask and answer questions about personal information.

- In pairs, students interview each other. They should read the interview with Lana again and model their own interview on this.
- Student A writes in his/her notebook while student B answers. Then student B interviews student A.

WRITING

5 **Aim:** to write a personal profile.

- Students read Rawand's profile again.
- Students write a similar profile based on their interview in the previous activity. Give students a few minutes to check their paragraph for grammar, spelling and capital letters. They then give it to you to correct. This activity could be done for homework.

Go to Activity Book Unit 1 Lesson 4 Activities 1 and 2

TO HELP YOU STUDY

6 **Aim:** to look at different ideas for finding the meaning of new words.

- Write three or four words or phrases from the previous lessons on the board, e.g. *stuntman, pickpocket, shoot a film, scriptwriter.* Ask students if they remember the meanings of these words. Ask *How can you find out the meaning of these words?*
- Students look at Activity 6 and mark from 1–4 (1 = best) their favourite way of finding the meaning of a word. They compare with another student.

7 **Aim:** to find out students' preferred way of learning new words.

- Individually students order from 1–6 (1 = best) their favourite way of remembering the meaning of a word. They then compare with another student.
- Check if students have tried any of the suggestions in this activity. Emphasise the importance of students revising what they have done in class at home, e.g. reading their notes and testing themselves on vocabulary.

ENGLISH FACT FILE

- Students read the English Fact File. Check comprehension.

Go to Activity Book Unit 1 Lesson 4 Activities 3–5

1 Review

To start …

- Put four columns on the board, e.g. *Clothes, Family, Hobbies, Colours*. In pairs, students list as many words as they can for each column, about one minute for each word group. Students volunteer words to help you complete the columns.

1

- Students quickly read through the interview.
- Ask *Where is the interview from?* (a magazine).
- Students do the exercise.

Answers

1 B 2 D 3 F 4 A 5 E 6 C

- Students close their books. Ask questions – *Where does Katie live? Does she have any brothers or sisters?* etc. to see how much students remember.

2

- Students complete the definitions with the nouns.

Answers

1 musician	*2 actor*	*3 guide*
4 pickpocket	*5 friend*	*6 scriptwriter*

3

- Students read through the sentences and complete with the adverb in the correct position.

Answers

1 *It is always cold in Antarctica.*
2 *My parents are usually tired in the evening.*
3 *There are often films on TV.*
4 *Martin is sometimes late for school.*
5 *Our teacher is never boring!*

4

- Students look at the example. If necessary, help them to make the question and answer.
- Students ask and answer the questions in pairs.

Answers

1 *Why can't Carol carry the bag? Because it's too heavy.*
2 *Why didn't Rawand like the book? Because it was too long.*
3 *Why didn't Pedro wear a jacket? Because it was too hot.*
4 *Why didn't Lana buy the dress? Because it was too expensive.*
5 *Why didn't Carlos go to the party? Because he was too tired.*

5

- Help the students with the first sentence. *First she changes into comfortable clothes.*
- In pairs, students can help each other to make the other sentences.

Suggested answers

2 *Next she watches TV.*
3 *Then she plays on her computer.*
4 *After that she helps her mother cook supper.*
5 *Then she phones her friend Sue.*
6 *Finally she remembers to do her homework.*

6

- Students rearrange the words to make correct sentences.

Answers

1 *I'm laughing because I'm happy.*
2 *I sometimes go to the cinema at the weekend.*
3 *He is standing next to Lana.*
4 *He is putting his hand in her bag.*
5 *Is there someone very important to you?*
6 *What are you reading at the moment?*

7

- Students read the clues and work out where the people live and their jobs.

Answers

Name	*Country*	*Job*
Anna	*Canada*	*Film director*
Bruce	*Spain*	*Actor*
Colin	*Australia*	*TV producer*
Diana	*Italy*	*Tour guide*
Edward	*Brazil*	*Teacher*

8

- Students work in pairs. Give them a few minutes to find five words each from the unit. Student A asks *How do you spell …?* Student B spells the word. They take it in turns to ask and answer.

Go to Activity Book Unit 1 Review

1 THE ENGLISH-SPEAKING WORLD

Welcome to London

To start

- In pairs students look at the photographs on page 18. How many can they name?
- Students read the text to match the photographs to the descriptions.

Answers

A 3 B 5 C 8 D 1 E 7 F 4 G 8 H 2 I 9 J 6

Extra information

- Big Ben is the clock tower on the British Parliament. It's 95.7 metres high. It is named after Sir Benjamin 'Big Ben' Hall who was responsible for the building of the tower in 1858-9. He was called 'Big Ben' because he weighed 108 kilos!
- The London Eye was opened in 2000 to celebrate the year – the millennium. It has 32 capsules which carry 25 passengers each.
- Trafalgar Square: the column in the picture is called Nelson's Column after a famous sea admiral, Lord Horatio Nelson. It was built to commemorate a famous victory against the French, The Battle of Trafalgar, in 1805. Nelson died in this battle.
- Camden Market is London's second most visited tourist attraction after the British Museum. It started in the 1970s.
- You can walk along Regent's Canal to London Zoo. The zoo opened in 1828, got its first chimpanzee in 1835, first hippopotamus in 1850 and first elephants in 1867.
- Madame Tussaud was a French woman who made wax masks of dead people. She moved to London in 1802 and opened her original exhibition. Now Madame Tussaud's has about 3 million visitors a year.
- The Monument is 61.5 metres tall and 61.5 metres from where the Great Fire of London started in 1666 (see Unit 3 lesson 1). It is the tallest stone column in the world.
- St Paul's Cathedral was one of the many new buildings in London after the Great Fire. It took 35 years to build and was completed in 1710. The architect, Sir Christopher Wren, only received the second half of his payment after the cathedral was finished!
- Notting Hill carnival…. See next lesson!
- Covent Garden was London's biggest flower, fruit and vegetable market until the early 1970s. The market moved south of the River Thames and Covent Garden was re-developed as an attraction for visitors.

2 FESTIVALS

Lesson 1 *It's Europe's best street party.* Student's Book p20

> **Grammar**
> Comparative and superlative adjectives – *smaller/smallest, better/best*
> Adjectives to describe festivals and carnivals – *famous/noisy/amazing/special*, etc.

To start 1 …
- Elicit the names of the characters in Unit 1. Ask *Where's he/she from?* Put the students in teams and give them two minutes to write as many sentences as they can about the characters. If necessary prompt them with *What does Jack like? What are Rawand's favourite colours?* The team with the most correct sentences wins.

To start 2 …
Ask students *What festivals/carnivals do you know?* Refer to local festivals and ask students what time of year the festival takes place, if they usually go and what happens.

1 LISTEN AND READ

> **Aim:** to present comparative and superlative adjectives; to read and listen for details.

- Ask students to look at the photo on pages 20–21. Where do they think it is? Explain that the Notting Hill carnival is England's biggest carnival. It takes place in London in August.
- Ask *Where is Pedro from? What is the famous carnival there?*
- Explain that Jack, Carol and Pedro are talking about the two carnivals.
- Play the CD. Students read the dialogue as they listen.
- Students read the sentences, decide if they are true or false and then correct the false sentences. Call on different students to read their answers to the group.

CD script Track 15

Carol *Wow! Look at those dancers!*
Jack *You know, the Notting Hill carnival is the largest carnival in the world.*
Carol *It isn't, is it, Pedro?*
Pedro *Well, I'm from São Paulo, and we say that everything in our city is better than in Rio de Janeiro! But I'm sure that Rio has the biggest carnival in the world.*
Jack *Yes, so maybe the Notting Hill carnival is smaller than the carnival in Rio.*
Pedro *And the Rio carnival is more famous.*
Jack *Yes, but I think the Notting Hill carnival is more exciting!*
Carol *Come on, Pedro. They say that Brazilians are the best dancers in the world.*
Jack *Hey, wait for us!*

Answers
1. *False. They are at the Notting Hill carnival.*
2. *False. The Rio carnival is the biggest in the world.*
3. *False. People in São Paulo think that their city is better than Rio.*
4. *True.*
5. *True.*
6. *False. Carol wants Pedro to dance.*

Extra activities
- Play the CD again. Pause for students to repeat. Check pronunciation and intonation. Students practise the dialogue in groups of three.
- Students find the seven adjective phrases (e.g. *the largest/better*) in the dialogue.

2 GRAMMAR

> **Aim:** to introduce comparative and superlative adjectives and consolidate with written practice.

- Students read the Grammar box.
- Students copy and complete the sentences using the correct form of the adjectives. Students check each other's work.
- Students complete the written exercise.

Teaching points:
- Explain that we usually double the final consonant in one-syllable adjectives ending in one vowel + one consonant (e.g. *big, wet, sad, thin*) in the comparative and the superlative forms (e.g. *big, bigger, the biggest and wet, wetter, wettest*).
- Adjectives ending in *–y* change the *–y* to –i and add *–er/-est*, as in *noisy, noisier, the noisiest.*
- We always use *the* before superlatives – *the tallest, the most interesting*, etc.

Answers

1 larger   *4 most exciting*
2 biggest   *5 better*
3 best   *6 worst*

Extra activities

- In pairs, one student closes the book and the other tests him/her on the comparative and superlative forms.
- Students make other sentences using the comparative and superlative adjectives in the chart, e.g. *Silemani is smaller than Erbil, Zakaria is the best singer in the world,* etc.

Grammar Summary p99

Go to Activity Book Unit 2 Lesson 1 Activities 1–5

3 Read and Write

Aim: to read and understand details.

- Students copy the chart into their notebooks. Ask them if they already know any of the answers.
- In pairs, students read about the carnivals and complete the chart. Call on different students to read their answers to the group.
- Elicit the names of local festivals. Ask the students to choose one and complete the chart with the necessary information.

Answers

	Notting Hill	*Rio*
When?	*at the end of August*	*February or March*
How long?	*two days*	*four days*
How many people?	*a million*	*millions*
What kind of music?	*reggae and other kinds of music*	*samba*
What's special about it?	*it's Europe's best street party*	*It's the biggest and most spectacular carnival in the world*

Extra activity

- Students find five adjectives to describe a carnival and five words related to music in the texts. Then they copy them into their notebooks. Decide as a class which to put on cards for the vocabulary box.

4 Speak

Aim: to practise comparative and superlative adjectives by making sentences comparing the carnivals.

- Ask the students *Which carnival is longer, Notting Hill or Rio?* Ask for a full answer and put it on the board. *The Rio carnival is longer than the Notting Hill carnival.*
- Ask the students *When is the Notting Hill carnival? When is the Rio carnival?* Put the answer on the board and elicit an appropriate connecting word. *The Notting Hill carnival is in August but the Rio carnival is in February or March.*
- Ask students to make other comparative sentences. If necessary, prompt the students with adjectives, e.g. big, colourful, famous, exciting. The students could write these first and then say them in sentences to their partners.

5 Pronunciation

Aim: to hear stress on words.

- Play the CD. Students listen and repeat.
- Students copy the words in their notebooks and mark the stress.

Teaching point: it sometimes helps students to hear stress if the teacher taps the desk on the stressed syllable, e.g. *a(tap)**ma**zing*.

CD script Track 16

Amazing carnival dancer expensive famous longer parade spectacular special thousand

Answers

languages guitar jacket

Go to Activity Book Unit 2 Lesson 1 Activity 6

6 Speak and Write

Aim: to use comparatives and superlatives of the lesson to compare different towns and cities in Kurdistan.

- Choose three towns or cities from different regions of Kurdistan.
- Explain that the students have to compare the three places using the categories in the Student's Book (age, size, etc.). Read the categories and ask students to say sentences for the first one or two.
- Students make more sentences either in pairs or small groups.
- Students write sentences comparing the three cities. Set a time limit of five minutes. Students could check each other's work.

Extra activity

- Write the names of several animals on the board. Students must write sentences comparing them, e.g. *A horse is faster than a sheep. A lion is stronger than a rabbit. An elephant is bigger than a mouse.* You can write a list of possible adjectives on the board to help them. They can do this in pairs.

2 Lesson 2 *We should stay together.* Student's Book p22

Grammar
should and *shouldn't*
Prepositions of place – *near/under*, etc.
Places/shops in a town street: *police station /flower shop*, etc. Social behaviour: *shake hands/kiss on the cheek*, etc.

Useful extras
- Cards with the names of different places.

To start 1 …
- Revise comparatives and superlatives. Ask students to say adjectives and write them on the board. In threes, student 1 chooses an adjective, student 2 says the comparative and student 3 says the superlative and then chooses another adjective for student 1.

To start 2 …
- Ask students what they remember about the Notting Hill carnival. Ask, e.g. *Where is it? When? How long is it?*

1 Listen and Read

Aim: to introduce *should/shouldn't*; to listen for general meaning and then read for details, to understand the meaning of expressions in context.

- Ask students to look at the photo on page 22 and identify the characters. Ask students *What is Greg's job? Does he look happy?*
- Explain that the students are going to listen to the conversation and decide if Greg is happy or not.
- Play the CD. Students listen and answer.
- Play it again. Students listen and read the dialogue.
- Play it again. Students repeat.
- Ask the students to find these expressions in the dialogue:
  get lost stay together go away look after go off on your own
- Students try to work out the meaning of these expressions from the context. Test comprehension by giving a translation in Kurdish and ask students to give the English equivalent.
- Students read and answer the questions with short answers.
- They check their answers in pairs. Ask different students to read their answers to the class.

CD script Track 17

Greg *It's really easy to get lost here. We should stay together. Where is Carol?*
Sally *She's dancing next to the band – in front of the Mexican food stall.*
Greg *Hey, Carol – come here! You shouldn't go away like that.*
Carol *Why not? It's a carnival. We're on holiday.*
Greg *You should tell me where you're going. I'm looking after you all.*
Carol *Don't worry. I can look after myself. Bye!*
Ela *Carol, you shouldn't go off on your own – it isn't safe. I'm coming with you!*
Greg *Now listen, the rest of you. Stay together and meet me in half an hour at the YTV stage. It's opposite the cinema. OK? Carol, Ela, come back!*

Answers
1 *Carol.*
2 *Because Greg is looking after them.*
3 *No, Carol doesn't agree with Greg.*
4 *Because she doesn't think it is safe to go off alone/on your own.*
5 *In half an hour.*
6 *The YTV stage.*

Extra activity
- Students find the examples of *should/shouldn't* in the dialogue and try to work out what it means.

2 Grammar

Aim: to introduce and practise *should/shouldn't* and consolidate with written practice.

- Students read the Grammar box.
- Students practise the three examples. Check pronunciation.
- They read the *Carnival DOS and DON'TS.*
- Students copy and complete the sentences. This can be done in pairs or individually. Call on different students to read their answers to the class.

Teaching point:
- *should/shouldn't* is used to show that you think something is a good/bad idea and to give advice/warnings, e.g. *In cold weather you should wear a coat.*
- *should/shouldn't* is the same with *I/you/he/she/we/they.*

• *should/shouldn't* is followed by the infinitive without *to*, e.g. *You should* ***do*** *it*.

Answers

1 *You shouldn't carry lots of money.*
2 *You should look after children.*
3 *You shouldn't jump in front of a band.*
4 *You shouldn't wear expensive jewellery.*
5 *You should walk in the same direction as the crowd.*

Grammar Summary p99

3 Speak and Write

Aim: to practise *should/shouldn't* about everyday behaviour; to give written practice.

• Read the first example aloud and ask students to talk in small groups and give the answer.
• Ask the students to read the rest of the questions. Be prepared to translate or demonstrate *cheek, shake hands, at once, guest*.
• Students decide on the correct answers and then compare them in pairs, saying the full sentence.
• Ask students if they all agree. If they don't agree they can discuss the differences.
• Explain that an English friend is coming to visit. Ask the students to use the ideas in the questionnaire to write some advice for him/her. Set a time limit of ten minutes.

Suggested answers

There may be differences of opinion!

Go to Activity Book Unit 2 Lesson 2 Activities 1 and 2

4 Speak

Aim: to teach/revise and practise prepositions of place.

Teaching point: Explain the difference between *opposite* and *in front of*.
• Teach/review the prepositions. Stand next to the desk and ask *Where am I?* Put your book under the table and ask *Where is it?*, etc. At first you could give the answer yourself and students repeat.
• Students study the pictures and ask you if they are confused.
• Ask questions about the photo on page 22, e.g. *Where is Greg?*
• Students complete the sentences. Call on different students to read their answers to the group.

Answers

1 *Carlos is standing next to Greg.*
2 *Greg is standing in front of the group.*
3 *Ben is between Ela and Sally.*
4 *Ben is opposite Greg.*
5 *Sally is behind Ben.*

Extra activities

• Students give each other commands using the prepositions, e.g. *Hold your book above the desk./Stand next to the door*, etc.
• Students ask each other similar questions about people and things in the classroom.

5 Vocabulary

• In pairs with books closed, give students two minutes to write down as many shops/places as possible they might find on a High Street. Students look at the picture on page 23. Are there any shops/places they haven't got in their list?
• Ask questions round the class, e.g. *Where's the post office? It's next to the police station/between the police station and the bookshop/opposite the bank*, etc.
• Students continue in pairs.

6 Speak and Write

Aim: to practise prepositions of place and vocabulary.

Teaching point: explain that *get* means *buy* in this exercise.
• Students study the sentences in the boxes.
• With the help of the class write a dialogue on the board:

Visitor: *Excuse me.*
Local: *Can I help?*
Visitor: *Where can I buy some medicine?*
Local: *The chemist is next to the newsagent and opposite the hotel.*
Visitor: *Thank you.*

• Demonstrate the dialogue with a student.
• Students practise the dialogue in pairs.
• Next they invent their own dialogues. The visitor should ask questions from the Visitor box. Encourage the Visitors to move round the class and ask several students. Then Visitors should become Locals and vice versa.
• Finally, students should write two or three similar dialogues. This can be done for homework.

Go to Activity Book Unit 2 Lesson 2 Activities 3–5

2 Lesson 3 *I love going to festivals.* Student's Book p24

Grammar
Verb/Preposition + *-ing* (gerund) *I like doing,* etc. *I'm good/bad at doing,* etc.
Revision of activities that people like/don't like, are good/bad at: *dancing/swimming/shopping/listening,* etc.

To start …

- Ask students to put the following words in order from positive to negative. Help them by writing *love* on one side of the board and *hate* on the other. Students must order the other words between *love* and *hate*. Explain that some of the words have the same meaning.

  like hate don't like can't stand enjoy love

Answers

love, like/enjoy, don't like, hate/can't stand.

1 Listen and Read

Aim: to introduce *like, love, enjoy, hate, can't stand + ing* and prepositions + *ing* (*good at + ing*).

- Play the CD. Students listen and read. Ask *What are they talking about?* (They are talking about their likes and dislikes.)
- Students read the dialogue and copy and complete the sentences. Call on different students to read out their answers.
- Students read the dialogue in pairs.

CD script Track 18

Ela *You're really good at dancing! What else do you enjoy doing?*
Carol *Oh, I don't know. Lots of things.*
Ela *What kind of things?*
Carol *I love going to festivals – this carnival is fantastic.*
Ela *I quite like festivals too, but there are too many people here. I hate being in large crowds.*
Carol *I enjoy being in a crowd. What other things don't you like?*
Ela *Oh, I can't stand waiting for people. And I like knowing where I am … Er, Carol. Where are we?*
Carol *I think we're lost and I hate being lost!*

Answers

1 *Carol is good at dancing.*
2 *Both Carol and Ela like going to festivals.*
3 *Ela hates being in large crowds.*
4 *Ela can't stand waiting for people.*
5 *Carol hates being lost.*

Extra activity

- In pairs students talk about themselves, e.g. I'm not good at dancing, I like being in large crowds.

2 Listen

Aim: to listen for gist.

- Point out Ela's last statement. Ask *Are they really lost?* (*They aren't.*)
- Play the rest of the CD.
- Ask simple comprehension questions such as *Who finds them? Who is waiting for them? Why is she waiting for them?* Play the CD again if necessary.

CD script Track 19

Carol *No, we aren't. Look over there. It's the YTV stage.*
Ela *And there's Greg. He's coming over here.*
Carol *Oh, no!*
Ela *Oh, yes!*
Greg *There you are! Paula's waiting for you.*
Carol *Look, I'm sorry. Is Paula angry with me?*
Greg *No, she wants to interview you. That's why I wanted everyone to stay together. Come on! She's interviewing all the competition winners.*
Carol *Oh! Right!*

3 Grammar

Aim: to introduce and practise *like, love, enjoy, hate, can't stand + ing* and prepositions + *ing*.

- Students read the Grammar box.

Teaching point 1: explain that the *-ing* (e.g. *doing*) form of the verb has a special name in English: the gerund.
Teaching point 2: explain that the gerund is used after some verbs (e.g. *like doing*) and many prepositions (e.g. *good at dancing*).

- In pairs, students read and complete the sentences.
- Call on individual students to read their answers aloud. Ask if everyone agrees.

Answers

1 *She likes knowing where she is.*
2 *She's good at dancing.*
3 *What don't you like doing?*
4 *Who doesn't like waiting for people?*
5 *They love listening to reggae music.*
6 *Paula is interested in talking to the competition winners.*
7 *We aren't bad at speaking English!*

Extra activity

• Give students a spelling text. Ask them to spell these gerunds: *studying, going, being, swimming, playing, doing, celebrating, making, running, shopping.*

Grammar Summary pages 99–100

Go to Activity Book Unit 2 Lesson 3 Activities 1–5

4 PRONUNCIATION

Aim: to recognise and produce syllable stress.

• Play the CD. Students listen and repeat the words.
• Students copy the words into their notebooks.
• In pairs, students read the words to each other *without* listening to the CD.

CD script Track 20

competition cinema enjoy fantastic festival hairdresser interested interview notice

5 LISTEN

Aim: to practise the target language and review vocabulary of activities; to listen for specific information.

• Tell students that they are going to listen to Paula interviewing Carol and Jack. They copy the chart into their notebook.
• Ask students if they can predict what Carol and Jack will say.
• Play the CD. Students listen and check their predictions.

CD script Track 21

Paula *Hi, Carol, and welcome to Winners World, the YTV programme where we interview all our competition winners.*
Carol *Hello!*
Paula *Let's find out some of your secrets! First of all, what do you love doing?*
Carol *I love shopping – buying CDs, buying clothes, buying presents – it's great!*
Paula *And what do you hate doing?*
Carol *Er … I can't stand going to the hairdresser!*
Paula *Oh dear! Now what are you good at?*
Carol *That's easy – dancing, especially at the carnival.*
Paula *And what are you bad at?*
Carol *Bad at? Well, I'm not very good at swimming.*
Paula *Thank you very much, Carol. And now here's Jack – hello!*
Jack *Hi!*
Paula *Now Jack, tell us something you love.*
Jack *Oh, let me think – well, I love going to the cinema. I really love movies.*
Paula *Uh huh. Something you hate?*
Jack *I can't stand losing things.*
Paula *OK. What are you good at?*
Jack *I think I'm good at using computers.*
Paula *And what are you bad at?*
Jack *I'm very bad at dancing!*

Answers

	Carol	*Jack*
Loves	*shopping*	*going to the cinema*
Hates	*going to the hairdresser*	*losing things*
Good at	*dancing*	*using computers*
Bad at	*swimming*	*dancing*

6 LISTEN AND SPEAK

Aim: to listen and to practise asking and answering questions about what people like/don't like and can/can't do.

• Play the CD. Pause after Paula's questions. Students repeat and write the questions in their notebooks.
• Students should prepare to give answers about themselves. Give them enough time, and encourage them to ask for any new vocabulary.

• In pairs, students ask and answer questions and complete the chart.

CD script **Track 22**

Paula *What do you love doing? What do you hate doing? What are you good at? What are you bad at?*

7 WRITE

Aim: to give written practice of the grammar and vocabulary of the lesson.

• Give students two minutes to look at the completed chart from Activity 5.
• Students close their notebooks and work in pairs. Ask them how much they remember. Student A: *Carol loves…?* Student B: *Shopping.* Student B: *Jack's good at…?* Student A: *Using computers*, etc.
• Individually, students use the model in the book to write sentences about Carol and Jack as well as the other student they interviewed. This can be done as homework.
• Students write about themselves. This can also be done for homework.

Homework

• Students write about a member of their family, explaining what they *love, enjoy, don't like, can't stand, are good/bad at.*

Go to Activity Book Unit 2 Lesson 3 Activities 6 and 7

2 Lesson 4 *Happy New Year!* Student's Book p26

Vocabulary
New Year's Eve; British and American English words

To start 1 …

• If you set the homework indicated in the previous lesson, ask a student to read their text aloud. The other students listen and guess the age of the person.

To start 2 …

• Ask students *When is New Year's Eve? And New Year's Day? Is New Year the same date in all countries?* Tell them they are going to read about how New Year is celebrated around the world. Ask if they know anything about how other countries celebrate.

READING

1 **Aim:** to review vocabulary of festivals; to read a text to find details.

• Ask students to look at the photos on page 26. Ask them to describe what they can see. Help with necessary vocabulary: *fires, candles, fireworks, bells*, etc.
• Students read and match the paragraphs with the pictures. Set a time limit of five minutes. To check, point to a picture and ask *Which country is this?* Check comprehension of *bring good luck, noodles,* etc. when talking about the different countries.

Answers

Brazil – E China – C Thailand – A
Kurdistan – B Japan – D

• Students read the questions and write short answers. To check, ask one student to read the question and then to choose another student to answer.
• Ask some of these questions to the whole class. After two or three, put students into pairs to question/answer.

Answers

1 *In Japan.*
2 *In Kurdistan.*
3 *They wear white clothes.*
4 *They go to the beach and jump over the waves seven times. Then they throw flowers into the sea and make wishes for the New Year. Some people light candles.*
5 *On 13 April.*
6 *They buy flowers.*

Go to Activity Book Unit 2 Lesson 4 Activity 1

LISTENING

2 **Aim:** to listen for details.

• Ask students if they know anything about New Year in Britain. Draw attention to the photo on page 27. Ask students if they know the name of the clock in the photo. (Big Ben)
• Read questions aloud and ask students to offer possible answers to check their comprehension of the questions.
• Play the CD. Students listen and note the answers. Play the CD again. Pause to check the answers to each question.

CD script Track 23

Paula *People all over Britain celebrate New Year. People often have parties on New Year's Eve. They may be at home with their family or out with friends. Many people who live in London go to Trafalgar Square and wait for midnight. At midnight the people in the square listen to the bells of Big Ben.*

The rest of the country listens to Big Ben on TV or on the radio. After midnight people hold hands and sing a special song.

People say 'Happy New Year' to each other.

Answers

1 *They often have parties.*
2 *At midnight they listen to the bells of Big Ben.*
3 *After midnight they hold hands and sing a special song.*
4 *They say 'Happy New Year!'.*

Extra activity

• Students write a paragraph about New Year in Britain.

WRITING

3 **Aim:** to write questions about New Year celebrations.

• Students read the text on page 26 again. In groups of three or four they each choose a *different* country.

• Each student writes five questions about his/her chosen country's New Year celebrations.

Speaking

4 **Aim:** to ask and answer questions about New Year in different countries.

• Students close their books. Each student asks the others in the group his/her five questions.

Go to Activity Book Unit 2 Lesson 4 Activities 2–4

To Help You Study

5 **Aim:** to encourage students to think about different aspects of knowing a word.

• Ask students for English words that they know. Write them on the board.
Students read the list on page 27. In pairs, students think about one of the words on the board and tick the ways they 'know' the word.
• Ask the students if they think any of these forms of knowing a word are not important.
• Ask how students should write down new vocabulary in the most useful way. Should they make a note of the pronunciation? Should they write the new word in a sentence? Should they write a translation? (This discussion could take place in Kurdish.)

6 **Aim:** to look at different ways of learning new words.

• Ask students what they do to remember words.
• Individually students order from 1– 7 (1 = best) and then compare with another student.
• Ask students if there are any other useful ways of learning new words. Encourage students to discuss how they learn new words with other students. (Again, this can be done in Kurdish.)

English Fact File

Aim: to look at some words which are different in British and American English.

Teaching point: explain to students that, although British and American people use different words, we usually understand each other!

Extra activity

• Write a few sentences on the board. Ask *Who says them, a British or American person?*

He's going to a new school in the fall. (Am)
Shall we go and watch a movie this evening? (Am)
My car's in the car park. (Br)
I'm going on vacation in Kurdistan this year. (Am)
You shouldn't eat so many cookies. You'll get fat! (Am)

2 Review

Useful extras

- Photos and pictures from newspapers or magazines of festivals in Kurdistan.

To start …

- Read out the text on page 26 about the New Year's celebrations in different countries. Add some false information, e.g. *In Kurdistan people ring bells 18 times.* Students listen and shout *Stop!* when the information is wrong and correct it.

1

- Give the students two minutes to read the text and say how many different events are mentioned. (Answer: six – *Notting Hill carnival, The Trooping of the Colour, Chinese New Year, Guy Fawkes Night, Eid, Christmas*).
- Students choose the correct word for each space. Do the first one together as an example. This can be done in pairs or individually as a short test.

Answers

1 C 2 A 3 B 4 C 5 C 6 B 7 C 8 C

2

- Students copy and complete the sentences by putting the adjectives into the correct form.

Answers

1 largest
2 most exciting
3 worse
4 most successful
5 more popular
6 biggest
7 more expensive

3

- Point to the people in the photo on page 10 and check their names.
- Students copy and complete the sentences with the appropriate prepositions. Do the first one together as an example.

Answers

1 between 2 next to 3 outside
4 above 5 behind 6 in front of

4

- Students copy and complete the sentences selecting the correct verb and putting it in the gerund. Do the first one together as an example.

Answers

1 being
2 dancing
3 waiting
4 going
5 buying
6 being

5

- Students rearrange the words to make correct sentences.

Answers

1 *It's Europe's best street party.*
2 *You shouldn't wear expensive jewellery.*
3 *The YTV stage is opposite the cinema.*
4 *She's dancing next to the band.*
5 *I can't stand waiting for people.*

6

- Students revise vocabulary from this unit. They must rearrange the letters to make the correct word.

Answers

1 stage
2 expensive
3 festival's
4 newsagent's
5 opposite

7

- Explain to students that, in pairs, they must find as many words as possible. The minimum length of a word is three letters. Set a time limit of four minutes. Then ask the pair with the most words to read their list. Other students then add to list.

Possible answers

(it is unlikely that students will know all these words.)
I've sit sat let let's sail tail fail seat seal slave vital feast fiesta lit fast last salt vest least less late leaf list file sale save

Song

- Students read the song and listen to the CD.
- Check that they understand the expressions *answer your calls* and *need you around me.*
- Play the CD line by line. Students repeat, singing each line.
- Students sing the first line together.
- Ask students to add a short verse to the song about *their* best friend.

CD script Track 24

Because You're You

Why do I think you're the greatest?
Why do you pass all my tests?
Why do I always think of you?
Why do I think you're the best?

Because I do,
Because I do,
Because you're you.

Why do I call you my best friend?
Why do I answer your calls?
Why do I need you around me?
Why do I like you at all?

Because I do,
Because I do,
Because you're you.

When I'm in need you're beside me
First you give me your sympathy.
Then you make me laugh when I sometimes want to cry.

Because you're you.
Because you're you.
Because you're you.

Why do I think you're the greatest?
Why do you pass all my tests?
Why do I always think of you?
Why do I think you're the best?

Because I do,
Because I do,
Because you're you.

Homework

- Students bring their vocabulary notebooks up to date.
- Students write a paragraph about typical teenage birthday celebrations (people, food and drink, activities, etc).

Go to Activity Book Unit 2 Review

2 THE ENGLISH-SPEAKING WORLD

The British Isles

To start

Team game: European countries. Divide students into groups of four or five. Give them five minutes to think of the English names of as many European countries as they can.

1

- In pairs students look at the map, read the text and do the exercise.

Answers

A Scotland 1 Edinburgh B Northern Ireland 2 Belfast C Republic of Ireland 3 Dublin D Wales 4 Cardiff E England 5 London

2

- Students read the text about Scotland and Wales and match the beginnings and endings of the sentences.

Answers

1 h 2 e 3 g 4 b 5 f 6 d 7 a 8 c

Extra information

- The political divisions/names of the countries confuse even the British! To put it simply:

Great Britain = the Mainland – England, Wales and Scotland

The United Kingdom (U.K.) = England, Wales, Scotland and Northern Ireland.

The United Kingdom and Britain are the same thing.

The British Isles = The U.K. + The Republic of Ireland.

The central government (Parliament) of The U.K. is in London. Scotland has its own Parliament which can make laws just for Scotland. Wales and Northern Ireland have their own assemblies with less power.

- Proportions of the populations of Wales and Scotland would like total independence from the U.K. A proportion of the Northern Irish population would like to leave The U.K. and become part of the Republic of Ireland.
- In some schools in the Welsh-speaking parts of Wales children can study in the Welsh language and learn English as a second language.
- There are many obvious comparisons with the situation of Kurdistan/Iraq which you and your students might like to explore.
- Names: many common 'English' surnames – Jones, Hughes, Williams, Thomas are, in fact, Welsh. Many Scottish names begin with Mac or Mc – McGregor, MacDonald, McIver. Mc means 'son of'.

3 Past Times

Lesson 1 *The fire started at a baker's.* Student's Book p32

Grammar

Past simple: positive and negative, revision of regular pasts (*listened/watched*, etc.) and introduction of irregular pasts (*went/did*, etc.)
Buildings and places – *lane, bridge, cathedral*, etc; inventions – *helicopter, ball-point pen*, etc.

To start …

- Write today's date on the board. Say it twice and ask students to tell you the difference between what we say and what we write (20th June/the 20th of June). Now write the year 1999. Ask students how we say it (as two separate numbers – 19, 99). Now write the year 2010 and ask students how we say it (twenty ten or two thousand *and* ten).

1 Listen and Read

Aim: to introduce irregular past tenses and new vocabulary; to listen and read for details.

Pronunciation note: the name *Pepys* is pronounced *peeps* (/pi:ps/).

- Students look at the picture on page 32. Ask *What does the picture show? Where do you think it is? Is the fire modern, or did it happen a long time ago?*
- Students read the questions before they read the text. Teach bridge/fire/baker/diary/forest.

Teaching point: This is a fairly long text. You may want students to read just the first two paragraphs (and questions 1–4) in the first lesson and paragraphs three and four (and questions 5–10) in the next lesson.

- Students read the text and check for new vocabulary.
- In pairs, students correct the false sentences.
- Check answers by asking different pairs around the class.

Text

When the Romans came to Britain in the first century AD, they built a town called Londinium – London – on the River Thames. There wasn't a bridge across the river so the Romans also built the first London Bridge. London became the most important city in Britain. But in 1666, the Great Fire of London destroyed most of the city …

The people of London were asleep when the Great Fire started early on Sunday, 2 September 1666. The fire started at a baker's in Pudding Lane, near London Bridge. After many weeks of hot weather and no rain, everything was very dry, and the wind quickly carried the flames to the River Thames. Luckily the fire didn't cross London Bridge, but it reached tall buildings along the river – buildings full of inflammable goods like oil, sugar, and butter.

Samuel Pepys wrote about the fire in his famous diary. When he got up on Sunday morning, he walked to the Tower of London and he saw houses on fire at the end of London Bridge. In those days, there were houses and shops on the bridge! At 4 am on Monday, Pepys and his wife left their home in their nightclothes. They didn't have time to get dressed!

The fire burnt for four days. By the evening of Wednesday, 5 September, it was finally under control. But there weren't many buildings left in London. The fire destroyed 13,300 houses in 400 streets, and most of the churches, including St Paul's Cathedral. Most people escaped to the fields outside the city. Amazingly, no one died in the fire!

Answers

1 *True*
2 *False. The Great Fire of London started in 1666.*
3 *True*
4 *False. The fire didn't cross London Bridge.*
5 *True*
6 *False. Samuel Pepys and his wife left their home on Monday.*
7 *False. The fire burnt for four days.*
8 *False. The fire destroyed 13,300 houses.*
9 *False. Most people escaped to the fields outside the city.*
10 *True.*

2 Grammar

Aim: to show past simple positive and negative; *was/were*, regular and irregular verbs.

- Students study the grammar box.
- Students read the Grammar Summary on p100 for spelling rules. Tell them that there are more regular than irregular verbs in the English language! They will need to learn all these individually. You may want to set a few irregular pasts as part of every homework.

Answers

(irregular verbs have an asterisk)*

*become – **became****	*build – **built****	*burn – **burnt****
*carry – **carried***	*come – **came****	*destroy – **destroyed***
*die – **died***	*escape – **escaped***	*get – **got****
*have – **had****	*leave – **left****	*reach – **reached***
*see – **saw****	*walk – **walked***	*write – **wrote****

Grammar Summary p100

Go to Activity Book Unit 3 Lesson 1 Activities 1–6

3 Speak and Write

Aim: to give spoken and written practice using the past simple; to talk about famous people and inventions/discoveries.

• Introduce this activity by pointing to the photos in the YTV quiz on page 33. Ask students to name each item.
• Go round the class asking different students to give the past tense of the verbs in brackets (…). Students can look up the irregular pasts in the verb list.
• In pairs, students copy the example in the speech bubble. Then they go through the list. Student A says what a person did, student B says who did it and vice versa.
• Play the CD for the students to listen and check.
• Finally, ask students to write sentences as in the example. Play the CD again for them to check their sentences.

CD script and answers **Track 25**

1 *In 1885, Karl Benz built the first car.*
2 *In 1876, Alexander Graham Bell made the first phone call.*
3 *In 1961, Yuri Gagarin was the first person to travel in space.*
4 *In 1979, Akio Morita invented the Walkman.*
5 *In 1939, Igor Sikorsky built the first helicopter.*
6 *In 1895, the Lumière brothers showed the first films.*
7 *In 1938, Lazlo Biro designed the first ball-point pen.*
8 *In 1826, Joseph Niepce took the first photograph.*
9 *In 1475, William Caxton printed the first book in English.*

4 Listen and Speak

Aim: to practise saying sentences in the past tense.

• Ask students what they know about Mastura Ardalan.
• Students read the text. Ask if they can find any mistakes.
• Play the CD. Pause to allow students to note the five mistakes.
• Play the CD again for students to check.
• In pairs, students take turns to correct the mistakes: *Student A: She was born in north-eastern Iran. Student B: No she wasn't. She was born in north-western Iran,* etc.

CD script and answers **Track 26**

*Mastura Ardalan was born in Senna in **north-western** Iran in 1805. Her **father** helped her study Kurdish, Arabic and Persian. She became a famous poet and writer. She was the first **woman** to write about the history of the Middle East.*

She married and she and her family moved to Silemani in Kurdistan.

*She died in **1848**. On December 18th 2005 the Kurdish people put up a statue of Mastura in **Erbil**. This was the 200th anniversary of her birth.*

5 Pronunciation

Aim: to hear and practise different past tense endings.

• Focus on the three pronunciations of the *–ed* ending. Highlight that *–ed* is pronounced (t) after unvoiced sounds, e.g. *crossed*, /d/ after voiced sounds, e.g. *designed* and /ɪd/ after /d/ or /t/ sounds, e.g. *invented*. Play the CD, pausing for students to write the verbs in different columns.
• Play the CD again and check answers. Practise the pronunciation of the past tenses with the whole class.

CD script and answers **Track 27**

/d/	*designed*	*described*	*destroyed*	*showed*
/t/	*crossed*	*escaped*	*reached*	*walked*
/ɪd/	*carried*	*invented*	*printed*	*studied*

6 Write

Aim: to have more written practice of past tenses.

• Students imagine they were in London at the time of the Great Fire. They re-read the text in Activity 1 to help them write a diary entry in their notebooks.
• Students swap texts and check each other's work for grammar, spelling and punctuation.
• This exercise could be set for homework.

Homework

- Students write a short biography about a famous dead person. They should investigate where and when he/she was born and significant events and dates in his/her life. They could find out their information from an encyclopaedia or the Internet.

Go to Activity Book Unit 3 Lesson 1 Activities 7 and 8

 Did you have fun?

Grammar
Past simple: revision of questions and short answers
More famous places; revision of everyday activities

To start …
• Students think of as many everyday activities as they can, e.g. *do the shopping, go to the gym, watch television*. Write them on the board in random order and get students to change the present to the past tense. Use one of the activities to drill the question *When was the last time you … (did the shopping)*, etc? In pairs, students ask and answer the question. They swap partners and tell their new partner what their first partner did and when.

1 Read

Aim: to match descriptions with photos.

• Students look at the photos on page 34 and read the Fact File. Ask *Who can you see? Where are they in London?* Individually or in pairs, students match the descriptions to the pictures.
• Check the answers.
• Say *Point to a theatre/bridge/monument/cathedral*. Students point to the correct picture.

Answers

9.00–10.00 Globe Theatre
10.30 Millennium Bridge
10.45–11.45 St Paul's Cathedral
12.00–12.30 Monument

2 Listen and Read

Aim: to re-introduce past simple questions and short answers.

• Explain that the group is talking about where they went in London that morning.
• Play the CD. Ask students to look at the Fact File while they listen and point to all the places they hear mentioned.

CD script **Track 28**

Narrator *The group meet for a picnic lunch in a park.*
Jack *Hi, guys. Did you have fun this morning?*
Sally *Yes, we did. It was brilliant. First we went to the Globe Theatre …*
Rawand *… and we saw a great exhibition about the theatre in Shakespeare's time.*
Sally *And then we walked across the river to St Paul's Cathedral. We spent an hour there.*
Jack *Did you climb up to the Whispering Gallery?*
Sally *No, we didn't. But we climbed to the top of the Monument!*
Rawand *Carol didn't. She was really lazy!*
Carol *I wasn't lazy – I was thirsty! I sat outside and had a long, cold drink! And the others were exhausted when they came down.*
Sally *Well, there were hundreds of steps!*
Carol *And what did you do, Jack? Were you asleep all morning?*
Jack *No, I wasn't!*

• Students look at the photos and read the dialogue. They answer their questions in their notebooks, giving more information in their answers if necessary.
• In small groups of three or four, students ask and answer the questions.

Answers

1 *They visited the Globe Theatre.*
2 *No, they didn't. They saw an exhibition.*
3 *They crossed the Millennium Bridge.*
4 *They crossed the river at 10.30.*
5 *They visited St Paul's Cathedral.*
6 *No, she didn't.*
7 *No, she wasn't. She was thirsty.*
8 *Yes, they were.*
9 *No, he wasn't.*

Extra activity

• Play the CD again, pausing for students to repeat. Check pronunciation. Students can practise the dialogue in groups of four. Ask early finishers to find eight adjectives in the dialogue (*brilliant, great, lazy, thirsty, long, cold, exhausted, asleep*) and six irregular verbs (*went, saw, spent, was/were, sat*).

3 Grammar

Aim: to show past simple questions and short answers.

Q (QUESTION)	A (AUXILIARY)	S (SUBJECT)	I (INFINITIVE)
What	did	you	do?
How	did	they	cross the river?
	Did	you	have fun?

- Students read the Grammar box. Remind students of the word order in questions and the use of the auxiliary in short answers. Write the table above on the board for students to copy.

- Students complete the questions and then re-read the dialogue to find the answers.
- In pairs, students take it in turns to ask and answer the questions.

Answers

1 *Where did the group go at 9 am? They went to the Globe Theatre.*
2 *What did they see at the Globe? They saw an exhibition.*
3 *Did they cross the Millennium Bridge? Yes, they did.*
4 *When did the bridge open? It opened in 2000.*
5 *Did they spend two hours in St Paul's Cathedral? No, they didn't./No, they spent an hour.*
6 *When did the first cathedral burn down? It burnt down in 1666.*
7 *Did Rawand and Sally climb the Monument? Yes, they did.*
8 *Were there 800 steps to the top? No, there weren't./No, there were 311 steps.*
9 *Was Carol thirsty? Yes, she was.*

Grammar Summary p100

Go to Activity Book Unit 3 Lesson 2 Activities 1–5

4 Listen and Speak

Aim: to listen for details; to practise saying sentences in the past tense.

- Students close their books. Explain that they are going to listen to Jack talking about what he did this morning.
- Ask students to note down all the different activities they hear. Students check their answers by looking at Activity 4 in their Student's Books.
- Play the CD again. Students listen and match the actions with the times.
- Ask two students to read the mini-dialogue aloud and provide the answer. Students now continue asking and answering in pairs. Check and make sure students form questions and short answers correctly.

CD script Track 29

Sally *And what about you, Jack? What did you do this morning?*
Jack *OK, first I surfed the net. They've got really good computers at YTV – that was from nine to ten o'clock. Then I went to a record shop for an hour.*
Sally *Did you buy anything?*
Jack *No, everything I liked was too expensive. Then I was really hot and tired so at about eleven o'clock, I stopped in a café and I had a huge ice cream.*
Sally *And then?*
Jack *And then I came to the park and just sat in the sun and waited for you!*
Carol *Now that's what I call really lazy!*

Answer

1 9.00–10.00 He surfed the Internet
2 10.00–10.00 He went to a record shop.
3 11.00–12.00 He had an ice cream in a café.
4 12.00–1.15 He sat in the park.

5 Pronunciation

Aim: to listen for syllable stress.

- Check students know the meaning of the words. Ask them to give definitions using other English words if possible.
- Say the word *architect* slowly. Say *Arch-i-tect. One-two-three. Arch-i-tect. Architect.* In pairs, students do the same with the other words.
- Play the CD once, pausing for students to repeat after each word. Students write the words in their notebooks and underline the stressed syllables.
- Play the CD again. Check answers.

CD script and answers Track 30

architect (3) exhibition (4) gallery (3) millennium (3) monument (3) original (4) spectacular (4)

Extra activity

- Students close their books. Do a spelling text using the words from Activity 5.

6 Speak and Write

Aim: to consolidate target language with written and spoken practice.

- Give students two or three minutes to write six activities they did last weekend (*went shopping, watched TV,* etc.). They should think about morning, afternoon and evening.
- In pairs, students exchange lists. Focus students' attention on the mini-dialogue and ask two more confident students to ask and answer across the class. Pairs ask each other up to 20 questions about last weekend to find out exactly *when* their partner did these things. They write down their partner's answers in their notebooks.
- Students write a summary of their partner's last weekend. They swap texts and check for spelling, grammar and punctuation.

Homework

- Students write about their last weekend.
- Ask students to learn irregular verbs from the list at the back of their books. You may like to give students frequent short tests on these irregular verbs until they have learnt them all.

Go to Activity Book Unit 3 Lesson 2 Activities 6 and 7

3 Lesson 3 *What was he doing?* Student's Book p36

Grammar

Past continuous in positive, negative and question forms: *I was/wasn't looking. Were you looking…?*
Interrupted past continuous: *I was watching* TV *when* the phone *rang.*
Accident words: *overboard, rock, storm, emergency, lifebelt,* etc.

To start …

• Test students on irregular verbs. Say the infinitive of the verb, students write the past form.

1 Listen and Read

Aim: to introduce the past continuous.

• Explain that students are going to listen to some of our characters on a boat trip on the Thames. Play the first part of the CD. Students point at the London Eye in the picture. Students make guesses about what happened to Ben before they listen to the second part.

CD script Track 31

Narrator	*It's 2.30 pm and the group are on a Thames cruise.*
Greg	*The London Eye is the highest wheel in the world – it's 140 metres high.*
Ben	*That's terrific! I'd love to go for a ride!*
Lana	*Carlos, Rawand – let me take a picture of you. Smile!*
Ben	*Oh no, my cap!*
Sally	*Ben! Help!!!!*

• Play the rest of the CD once. Did any of the students guess what happened?
• Students read the questions and find the answers in the dialogue. Encourage them to try and work out the meaning of difficult words from the context but be prepared to translate *overboard, lifebelt, shivering.*
• Play the CD again, pausing for students to repeat. Check pronunciation. Students act out the dialogue from *later* … in groups of three.

CD script Track 31 continued

Jack	*We were passing the London Eye and suddenly Ben fell into the river!*
Paula	*But why? What was he doing?*
Jack	*I don't know, I wasn't looking at Ben.*
Paula	*What were you doing?*
Jack	*I was listening to Greg – he was telling us about the wheel.*
Carlos	*And Lana was taking photos of me and Rawand.*
Paula	*And then what happened?*
Jack	*Greg threw Ben a lifebelt and pulled him out of the water.*
Paula	*Was Ben feeling all right?*
Jack	*Yes, he was. He was shivering, but he was laughing!*
Carlos	*We were all laughing!*

Answers

1 *He was listening to Greg.*
2 *Greg was telling them about the wheel.*
3 *Lana was taking a photo of Carlos and Rawand.*
4 *No, he wasn't.*
5 *Yes, he was. He was shivering.*
6 *Yes, he did. He was laughing.*

His cap fell in the river. He was trying to get it out/ rescue it.

2 Grammar

Aim: to show past continuous: *was/were* + present participle.

• Students read the Grammar box.
Teaching point: Point out the stressed and unstressed forms of *was/were*. Short forms: *Yes, I* ***was****/No, you* ***were****n't* are stressed (phonetics) and in the question form ***Was*** he shivering?
In statements: *I was standing/You were watching* and in the question form *Why was he shivering?* they are normally unstressed (phonetics).
• Students complete the exercise. They could do this individually or in pairs.
• Check answers by calling on different students around the class.

Answers

1 *The boat <u>was passing</u> the London Eye when Ben fell overboard.*
2 *Greg <u>was pointing</u> at the London Eye.*
3 *Ben <u>was not listening</u> to Greg.*
4 *Carlos and Rawand <u>were smiling</u> at Lana.*
5 *They <u>were not looking</u> at Ben.*
6 *<u>Was</u> Sally <u>talking</u> to Ben?*
7 *<u>Was</u> Ben <u>trying</u> to rescue his cap?*
8 *<u>Were</u> the others <u>enjoying</u> the cruise?*

Grammar Summary p100

3 Speak and Write

Aim: to practise using the past continuous.

- Students look at the photos and write sentences in their notebooks.
- Ask different students to give their answers.

Possible answers

A Ben was dancing at the carnival.
B The group were/was visiting Covent Garden.
C Sally and Ben were going to St Paul's Cathedral.
D Jack was talking to Carol and Sally in Trafalgar Square.
E Carol was having a drink.

Go to Activity Book Unit 3 Lesson 3 Activities 1–4

4 Listen and Write

Aim: to understand a short story; to contrast the past simple and continuous tenses.

- Write key words from the story on the board (*boat, storm, rock, sink, helicopter*). In pairs, students try to construct a story using these words.
- Point out that the past continuous is often used when telling a story. Tell the students they are going to hear Sally talking about an accident that happened to her brother.
- Play the CD. Students listen to the anecdote and compare events to their own stories. Ask *What happened in the end?*
- Students read the sentences in the exercise and then listen again. In pairs, they decide if they are true or false and correct the false sentences in their notebooks.
- Call on different students to read their answers to the group.
- Ask students to make a list of all the past continuous and past simple verbs in the questions. Check students' work.
- Students close their books and write about Tom's lucky escape, remembering as many details as they can and using both the past simple and the past continuous. This can be done for homework.
- Students swap texts and check each other's use of the tenses.

CD script Track 32

Sally *You know; my brother Tom fell overboard last year.*
Ben *Really? What happened? What was he doing?*
Sally *He was sailing with a friend off the coast of Australia. At first it was a beautiful day and the sun was shining. But then the weather suddenly got worse and there was a terrible storm. They were sailing in a small boat and they knew it was very dangerous.*
Ben *Yeah, sure.*
Sally *So Tom called the emergency number on his mobile phone. They were sailing back when the boat hit a rock and they both fell into the sea!*
Ben *Oh no!*
Sally *And then the boat started to sink!*
Ben *What happened?*
Sally *A helicopter rescued them.*
Ben *Were they both OK?*
Sally *Yes, they were. It was a lucky escape. But my brother lost his mobile phone!*

Answers

1 *False. He fell overboard last year.*
2 *False. He was sailing with a friend off the coast of Australia.*
3 *True.*
4 *False. The weather got worse.*
5 *False. They were sailing in a small boat.*
6 *True.*
7 *False. They were sailing back when the boat hit a rock.*
8 *False. A helicopter rescued them.*
9 *False. He lost his mobile phone.*

5 Write

Aim: to practise the interrupted past continuous.

- Students match the beginnings and endings of the sentences.
- Students research information about a famous person (writer, explorer, artist) in Kurdistan in preparation for the next lesson. They should try and find out as many biographical details as they can.

Answers

1 *I was watching my favourite TV programme when the electricity went off.*
2 *We were having a picnic when it started to rain.*
3 *She was cycling to school when a wheel fell off.*

Go to Activity Book Unit 3 Lesson 3 Activities 5 and 6

Lesson 4 *Stars of the past!*

Vocabulary

Biographical details; jobs – *playwright/poet/novelist*, etc.; revision of forms of transport: *helicopter/speedboat, spaceship*, etc.

To start …

• Game: *Who were you?* Write names of famous people on cards. Choose one of the cards and demonstrate this activity first yourself. You could choose William Shakespeare to prepare students for the next activity. Students have twenty guesses to find out who you are by asking different *Yes/No* questions, e.g. *Are you alive or dead? Are/Were you a man or a woman? Are/Were you married? Are/Were you a famous singer?* This game can then be played in groups or in pairs.

READING

1 **Aim:** to match topics to paragraphs; to understand biographical information.

• Check students understand the topic titles (*Fame and fortune*, etc.) before they start the exercise. Explain that they should not try to understand every word of the text but concentrate on understanding the important facts.
• Give students enough time to read the text and match the topics with the paragraphs. Then tell them to compare in pairs before checking as a class.

Answers

1 The first years 2 Early career
3 Fame and fortune 4 Later life

2 **Aim:** to revise sequencing words and prepositions of time.

• Students read the text in more detail and complete with the words. In pairs, students compare their answers.
• Check their answers.
• Ask students which of the words should have capital letters because they start a new sentence (*By, Between, Finally, After*).

Answers

1 in	*4 Between*	*7 next*	*10 on*
2 when	*5 soon*	*8 Finally*	*11 After*
3 By	*6 for*	*9 until*	*12 later*

3 **Aim:** to read biographical information in more detail.

• Set a short time limit. Students could work in pairs to find the answers and write full sentences in their notebooks.
• Check the answers by asking students to ask and answer in small groups.

Answers

1 He was born in April 1564 in Stratford-upon-Avon.
2 He got married when he was 19 to Anne Hathaway.
3 They had three children.
4 He started writing plays (some time) in the late 1580s.
5 He wrote 37 plays.
6 He also wrote (beautiful) poems.
7 He died on 23 April, 1616.
8 He is important today because he is one of the world's most famous writers.

LISTENING

4 **Aim:** to listen for specific information.

• Ask students to name famous Kurdish writers. Ask *What do you know about X? What did he/she write? When was he/she born?*, etc. Tell them they are going to listen to a text about a famous British author. Ask students to look at the photo on page 39. Ask them to describe what they see.
• Give students a short time to look at the chart and to ask vocabulary questions.
• Play the CD. Students listen and note the answers. They check their answers in pairs.
• Play the CD again. Pause to check the answers to each question.

CD script Track 33

Charles Dickens was born on 7 February 1812 in Portsmouth, on the south coast of England. In 1823, the Dickens family moved to London, but his father lost his job and the family had no money. Charles left school in 1824 and when he was only 12 years old, he started working in a factory!

But things became easier. In 1833, Dickens started writing stories for newspapers, and in 1836 he wrote his first novel, The Pickwick Papers. In the same year, he married Catherine Hogarth and they later had 10 children.

Between 1836 and 1865, Dickens wrote 14 major novels, including Oliver Twist and David Copperfield. His novels were extremely successful and he became the most popular writer in the country. He also wrote lots of stories, including A Christmas Carol.

Dickens had enormous energy and worked extremely hard at everything he did. He died suddenly on 9 June 1870 at the age of 58. He was the most popular English writer of the 19th century. Today, 130 years later, his books are still bestsellers and there are many films of his novels.

Answers

1 1812	*3 1824*	*5 1836*	*7 14*	*9 19*
2 1823	*4 1833*	*6 10*	*8 1870*	*10 130*

Speaking

7 **Aim:** to ask and answer questions about biographical details using the past tense.

- Ask *When and where was Charles Dickens born? (He was born in 1812 in Portsmouth.)*
- Divide the class into pairs. Students take it in turns to ask and answer questions. They can use the questions in Activity 3 to help them.

Go to Activity Book Unit 3 Lesson 4 Activities 1 and 2

Writing

6 **Aim:** to write a biography using a model for guidance.

- In pairs, students each choose a famous Kurdish person and note down as much information as they can. If you set the homework indicated in the previous lesson, students use the information for this activity.
- Students write paragraphs based on their notes. They include one piece of false information. They swap texts and check grammar, spelling and capital letters and try to find the false information.
- In groups of four or five, students read their corrected texts out to the class without saying the famous person's identity. Other students listen and try to guess who he/she is.

To Help You Study

7 **Aim:** to create a word map to help them to remember words.

- Students make a word map to help them to remember transport vocabulary.

Answers

AIR: hang-glider, helicopter, plane, rocket, spaceship
WATER: boat, ship, speedboat
LAND: bicycle, bus, car, taxi, train

8 **Aim:** to do a similar activity with words from this unit.

- Ask students why word maps help them memorise vocabulary.
- In pairs, students add as many jobs and occupations as they can to the word map.
- Ask students for their words and write them on the board.

Answers

architect, actor, teacher, baker, playwright, novelist

Extra activity

- Game: *What's my job?* Give out small pieces of card with names of different professions written on them. In small groups, students must try to guess each other's profession by asking no more than 20 questions.

ENGLISH FACT FILE

- Students read the English Fact File. Check comprehension.

Homework

- Students interview a family member and make notes about significant events in his/her life. They then write a short biography, describing events in as much detail as they can.

Go to Activity Book Unit 3 Lesson 4 Activities 3 and 4

3 Review

Student's Book p40

1

- Ask how many people in the class believe in aliens – people from outer space. Ask *What do you think an alien looks like?* Students can draw a picture of an alien and describe it to the people sitting near them.
- Give students a few minutes to read the text and check their general comprehension and any vocabulary queries.
- Students complete the text using the appropriate tense. Do the first one together as an example. This can be done in pairs or individually as a short test. Check answers by calling on different students in the class.

Answers

1 flying *6 carried*
2 looking *7 looked*
3 fishing *8 had*
4 sitting *9 hurt*
5 saw *10 went*

2

- Students complete the sentences with the past simple form of the verbs given.
- With a less confident group, the class could decide on the past forms before completing the sentences.
- Early finishers could divide past forms into those that have /t/, /d/ or /ɪd/ endings.

Answers

1 married *6 wrote*
2 became *7 destroyed*
3 died, was *8 described*
4 lived *9 went*
5 worked

3

- Students read the mini-dialogue. Ask two students to read it out loud.
- In pairs, students ask and answer following the model dialogue and then swap roles.
- Go round the class to check that students are forming questions correctly.
- Students now write positive and negative sentences using the past simple. Do the first one together as an example.

Answers

1 *Ben fell into the river. He didn't jump into the river.*
2 *Carlos and Rawand didn't have a ride on the London Eye. They went on a cruise.*
3 *Lana didn't lose her camera. She took lots of photos.*
4 *The group laughed at Ben. They didn't shout at him.*
5 *Paula didn't see the accident. She heard about it later.*

4

- Play the CD. Students listen.

Ask Kate questions, like this.
8 am *What were you doing at 8 am?*
I was getting up.

Listen to the answers and match the actions with the times. Now you.

- In pairs, students ask and answer the questions.
- Play the CD. Students listen and compare their questions and answers.
- Play the CD again. Students repeat the questions. Practise their question pronunciation.

CD script **Track 34**

8 am *What were you doing at 8 am?*
I was getting up.
9.30 am *What were you doing at 9.30 am?*
I was making phone calls.
10.30 am *What were you doing at 10.30 am?*
I was filming the group.
12.15 pm *What were you doing at 12.15 pm?*
I was having lunch.
1 pm *What were you doing at 1 pm?*
I was talking to Greg.

Answers

1 *8 am* *(b)*
2 *9.30 am* *(e)*
3 *10.30 am* *(c)*
4 *12.15 pm* *(a)*
5 *1 pm* *(d)*

5

- Students write sentences using the interrupted past continuous + *when*. Do the first one together as an example.

Answers

1 *Pedro was taking photos when he dropped his bag.*
2 *Lana was doing exercise when she hurt her knee.*
3 *Ben and Jack were dancing when they saw Greg.*
4 *Paula was recording an interview when the phone rang.*
5 *Rawand was listening to music when he fell asleep.*

6

- Students describe what is happening in picture A.
- In pairs, students ask and answer each other's questions following the example in the mini-dialogue. Do the first one together as an example.

Answers

What was the woman doing when she saw the spaceship?
She was sitting and reading a newspaper.
What was the girl doing when she saw the spaceship?
She was standing by the lake/water.
What was the man doing when he saw the spaceship?
He was playing with the dog/throwing the ball to the dog.

- Students look at picture B. Ask students to describe what is happening.
- In pairs, students take it in turns to ask and answer questions.

Answers

What did the woman do when she saw the spaceship?
She stood up, dropped the newspaper and took a photo.
What did the girl do when she saw the spaceship?
She fell into the lake/water.
What did the man do when he saw the spaceship?
He called the police.

7

- In pairs, students choose one word in each group which is different from the others in some way. Do the first one together as an example.
- Check answers and ask students to explain their choice.

Answers

1 *hear (it is the only thing you do with your ears)*
2 *climb (all the other verbs describe downward movement)*
3 *fire (all the others are used to describe weather)*
4 *river (all the others are buildings)*
5 *rescue (all the others are 'negative' words)*

Extra activity

- Fast finishers make other odd word groups to test each other.

8

- Students revise words of transport.

Extra activity

- Write dates on the board for students to say. Ask students *When's Eid?* (and other famous Kurdish/international holidays). Students invent questions for the rest of the class with any important or significant dates they know.

Homework

- Students write about a favourite photograph. They should describe the weather, who they were with and what they were doing at the time.

Go to Activity Book Unit 3 Review

3 THE ENGLISH-SPEAKING WORLD

Australia

To start

- Write on the board *Aborigine kangaroo bridge Opera House water sports*. In pairs students look at the photographs and match the words on the board.

1

- In pairs students read the sentences. Without looking at page 43 they decide whether the sentences are true or false.
- They look at page 43 and check their answers.

2

- Students read the sentences. Before they read they can try to make corrections.
- Students read the text and change the sentences.

Answers

1 *Sydney's the largest city in Australia. Canberra's the capital.*

2 *Aboriginals have lived in Australia for more than 50,000 years.*

3 *Australia has lots of/more than 10,000 beaches.*

4 *There are twice as many kangaroos as people in Australia.*

5 *A few people live in central Australia in small towns.*

Extra information

- Australia is the only nation which governs a whole continent.
- Apart from Antarctica it is the driest and flattest continent on earth. It is certainly the driest and flattest inhabited continent.
- Climate: probably the most varied of any country. There are rain forests in the north, deserts in the centre and snow fields in the south-east.
- The name Australia comes from the Latin 'Terra Australis' – the southern land.
- There have been problems over the years with the integration of Aborigines into Australian society. Although women were allowed to vote in political elections in 1902 the Aboriginals were not allowed to vote until 1969.

4 The Documentary

Lesson 1 *She's going to talk to us.* Student's Book p44

Grammar
Future plans using *going to*: *She's going to talk to us.*
Television/film words: *documentary/rehearsal/interview*, etc.

To start …
• Ask students for the names of their favourite TV programmes. Then give them the name of the type of programme in English (children's programme, cartoon, game show, soap opera (a television drama series based on the lives of ordinary people), sports programme, murder mystery, thriller, chat show, documentary, etc.).

1 Read and Listen

Aim: to introduce the grammar and vocabulary; to listen for gist.

• Students look at the photo on page 44. Ask *Who can you see? Where are they? (in a television studio).* Write on the board *Is 'Our World' a) a documentary b) a children's programme c) a sports programme?* Play the CD. Students listen and answer (a documentary).
• Students look at the exercise. Play the CD again. Students read and listen.
• Play the CD again. Students put the sentences in the correct order.

CD script Track 35

Kate *Welcome to the YTV studios. Now let me tell you what we're going to do today …*
Carol *Oh! Are we going to be here all day?!?*
Kate *Well, not all day, Carol! Now, first we're going to have a tour of the studios and then we're going to watch a rehearsal of Our World …*
Sally *Kate, what's Our World?*
Kate *It's a documentary, Sally. It's about the world we live in – different countries, music, animals … Everything really.*
Carol *Wow! How do you make a documentary? I mean documentaries are real life. How can you rehearse real life?*
Kate *Well we rehearse some of it in the studio, the interviews and so on. Next, after lunch you're going to meet Dan. He's the presenter of Our World. He's going to talk to us, and you never know … there might be a surprise for you all.*
Carol *What surprise??*
Kate *I'm not going to tell you! Wait and see!*

Answers
c 1 a 2 e 3 d 4 b 5

• Ask *What do you think the surprise is?*

2 Grammar

Aim: to demonstrate *going to* for future plans.

• Students read the grammar box.
• Students complete the exercise individually.
• Ask different students to read their answers to the group.

Teaching points:
• Explain that *going to* can be used to talk about plans in the future. The form is the verb *be* + *going to* + infinitive. Note the weak form of *to*.
• Students do not usually find *going to* difficult but the form needs practice. Common mistakes: students miss out the verb *be* or omit *to*.

Answers
1 *They are going to have a tour of the studio.*
2 *We are going to be here all afternoon.*
3 *What are we going to have for lunch?*
4 *There is not going to be much time for lunch.*
5 *Are they going to be there all day?*
6 *The producer is going to talk to them.*

Grammar Summary p101

Go to Activity Book Unit 4 Lesson 1 Activities 1–4

3 Listen and Speak

Aim: to practise *going to*; to listen and talk about plans.

• Students read through the list of different activities and predict which ones they think the group is going to do.
• Play the CD. Students listen and put a ✓ or a ✗ by each activity.

• In pairs, students compare their answers. Play the CD again to check.

CD script Track 36

Kate *Now listen everyone. It's one o'clock now. This is what we're going to do this afternoon. First, in half an hour, we're going to watch the recording of the studio shots of Our World. You're going to see Dan present the show and do the interviews. Please, don't make a sound. Be very quiet. This episode of Our World is about Mount Everest. After that, at three o'clock, we're going to show you some of the film that we made on location at Everest. Then, at four thirty I want you to think about your plans for your documentary. Dan and I are going to be here at five fifteen, so you can come and talk to us. And this evening, at seven thirty, you're going to be in the audience when we film a TV quiz!*

Answers

a) ✓ *b)* ✗ *c)* ✓ *d)* ✓ *e)* ✗ *f)* ✓

• Students read the mini-dialogue. In pairs, they take turns to ask and answer the questions. Check and help if necessary.

4 Listen and Write

Aim: to use *going to* to write about plans.

• Students write the times in their notebooks.
• Play the CD again. Pause for students to note the activities next to the times. They can do this in note form.
• Call on different students to check answers.

Answers

1.30 pm watch a recording in the studio
3.00 pm watch a film about Everest
4.30 pm plan their documentary
5.15 pm talk to Dan and Kate
7.30 pm watch a TV quiz

• Students now write five sentences in their notebooks as in the example.
• In pairs, students compare answers.
• In pairs, one student closes his/her book and the other tests how much he/she remembers about the schedule.

5 Pronunciation

Aim: to match rhyming words.

• Students find the rhyming pairs from the two boxes and write them in their notebooks.
• Play the CD. Students listen and check.
• Play the CD again for them to repeat the rhyming words.

CD script and answers Track 37

first – worst *friend – send* *here – year*
make – break *mine – sign* *soap – hope*
tour – sure *wait – great*

6 Speak

Aim: to practise *going to*.

• Give students 10 guesses to find out what you are going to do after school. You can invent something exciting if you like. You may need to help them. Students ask *Are you going to …?*
• Students think of five things that they are going to do after school. They too can invent!
• Ask two students to read the dialogue aloud. In pairs, students follow the example and try to guess each other's plans.

7 Speak and Write

Aim: further revision of *going to*.

• Ask students to suggest suitable questions to ask about holidays, e.g. *What are you going to do? Where are you going to go? Who are you going to go with?*, etc. To help them, write the suggestions on the board.
• Students can practise by asking you about your holidays.
• They make short notes in their notebooks about their holidays.
• In groups of four or five, students interview each other and take notes. Set a time limit and tell them to interview as many people as they can.
• In class or for homework they write sentences about their own holiday plans and those of others in the group.

Go to Activity Book Unit 4 Lesson 1 Activities 5 and 6

4 Lesson 2 *We'll talk about Zakaria.* Student's Book p46

Grammar

Future simple for immediate intentions:
will/won't – I'll phone her in a minute.
Revision of *documentary/interview/e-mail/check website*, etc. Similar sounding words with /I/ and /i:/.

1 Listen and Read

Aim: to listen and read for detail.

- Students look at the picture on page 46. Ask *What are Lana and Rawand doing? Why do you think they've got Zakaria's CD on their desk? (They're researching Zakaria for the documentary.)*
- Ask students *What are Lana and Rawand going to do to find more information about Zakaria? (Lana/check his website. Rawand/phone his sister.)*
- Play the CD. Students listen for the answer.
- Students complete the exercise. Play the CD again for them to check the answers.
- Ask students to read through the text and find sentences with *will/won't* in preparation for the next activity.

CD script **Track 38**

Kate *So, Lana and Rawand … What are your plans? What do you want to do for your Kurdish part of the documentary?*

Lana *Well … we talked about it after lunch … and maybe we're going to do something about Zakaria.*

Dan *Who's Zakaria?*

Rawand *Don't you know him? He's a musician. He writes songs. He's very famous in Kurdistan.*

Kate *Good! That's a great idea. Have you got all the information about him?*

Lana *No … but … I know! I'll check his website!*

Rawand *And I'll e-mail my sister. She did a project on Zakaria last year at school … no, I won't e-mail her. I'll phone her. That'll be quicker!*

Lana *And we'll find some of his CDs. I've got some of his music at the hotel.*

Kate *Will you be able to get the information in time?*

Rawand *Yes! We'll start now.*

Dan *It sounds great. Now, I'll interview you about Zakaria and we'll play some of this music at the same time.*

Lana *OK, let's do that!*

Answers

1 *Zakaria*
2 *website*
3 *sister*
4 *interview*
5 *CDs*

2 Grammar

Aim: to teach the future simple *will/won't* for immediate intentions.

Teaching point: teach the difference between the meaning of *going to* and *will*. Put a short shopping list on the board, e.g *eggs, sugar, tea*. Explain that you are at home and about to go shopping. Your wife/husband/friend calls to you: *We need some sugar*. Look at the shopping list, point to sugar. Answer *Yes, I'm going to buy some.* It is on your list, you have *planned* to buy some. Your wife/husband/friend says *And we need some coffee*. Look at the list again. Answer *OK, I'll buy some*. You have not planned to do so, but just made an immediate decision.

- Students read the grammar box. Point out the form: subject + *will/won't* + infinitive (without *to*); we use contractions in spoken English – *I'll/He'll*, etc.
- Students copy the sentences.

Grammar Summary p101

Go to Activity Book Unit 4 Lesson 2 Activities 1–4

3 Listen And Read

Aim: to listen and read for details.

- Students read the e-mail.
- Play the CD. Students listen for the four mistakes.
- In pairs, students tell each other the four mistakes.
- Students re-write the e-mail correcting the mistakes.

CD script Track 39

[Carol reading an e-mail]

Hello Kate,

I thought about my programme after lunch and I know what I want to do. Can Dan interview me? I'll tell him about my city, York, and he can ask about my friends and my family. I'll tell him about being a teenager in the north of England. I'll make a good programme, I promise!

Carol.

Answers

London – York house – family supper – lunch south – north

4 Pronunciation

Aim: to hear the difference between and practise the sounds /ɪ/ and /iː/.

Teaching point: demonstrate the difference between the sounds. Exaggerate the long /iː/ in tree.

- Play the first part of the CD for students to listen and repeat.

CD script Track 40

will	*/ɪ/*	*live*	*fit*	*it*	*sit*	*tin*	*fill*
we'll	*/iː/*	*leave*	*feet*	*eat*	*seat*	*teen*	*feel*

- Play the second part of the CD. Students write the words they hear and compare in pairs.
- Check by calling on different students in the class to spell the words.

CD script and answers Track 40

will leave fit it seat tin feel

- Students close their books. Write two examples of *will* and *we'll* on the board and dictate the other words in a random order. Students write the words in the appropriate column.

5 Speak and Listen

Aim: to practise *will (he'll/she'll).*

- Explain that the characters are chatting to each other. In pairs, students read through the questions and say what the characters will do/say. They should give a reason for their choice.
- Call on different students to tell the class what the characters intend to do.
- Play the CD once as students read and check their answers.
- Play the CD again, pausing after each question to check the correct answer.
- Play the CD again as a dictation. Pause to allow students to write what the characters say.

CD script Track 41

1 **Carol** *What a good idea! Documentaries are so interesting!*

2 **Ben** *I really don't like big crowds, so I guess I'll just stay here.*

3 **Jack** *I want to be first, please!*

4 **Lana** *I love black!*

5 **Greg** *I think I'll just get another one without sugar.*

Answers

1 a 2 a 3 b 4 b 5 c

6 Write and Speak

Aim: to order a dialogue using *will/won't* for intention.

- Students read the dialogue and number it in the correct order.

Answers

5, 1, 2, 6, 4, 3

- Students re-write the dialogue in the correct order. Then, in pairs, they have the conversation together two or three times. Students close their notebooks, change pairs and repeat the dialogue from memory.
- In class, or for homework, students change and re-write the dialogue. They should change *go for a picnic* (e.g. *go shopping*) and *see you tomorrow after school* (e.g. *phone you this evening*)

Go to Activity Book Unit 4 Lesson 2 Activities 5 and 6

4 Lesson 3 *You spoke too fast.*

Grammar
Adverbs of manner – regular: *properly/quickly*
irregular: *fast/well*, etc.
Descriptive adjectives/adverbs: *bossy/bossily, nervous/nervously*, etc. Revision of TV words.

1 Listen and Read

Aim: to introduce adverbs in a conversation; to listen and read for details.

- Students look at the photo on page 48. Ask *What do you think Kate is saying to the group? Ask students for their ideas.*
- Play the CD once for students to check.
- Students read the questions and answers.
- Play the CD again. Students match the questions and answers. Check in pairs.

CD script Track 42

Kate	*OK. Is everyone sitting comfortably? Well done everyone. You all did well … but …*
Carol	*What do you mean, but …?*
Kate	*I mean that we're going to film some of the documentary again. Some of you spoke too fast, and you weren't relaxed.*
Carol	*I think we didn't have enough time to rehearse properly.*
Kate	*Well, you and Lana and Rawand spoke perfectly. Some of the others need to relax in front of the camera. I can show you some of the drama exercises that actors do before they go on television. Would you all like that?*
Carol	*Yes, please!*

Answers

1 d 2 c 3 a 4 b

Teaching point: point out the adverbs in the dialogue: *comfortably/well/fast/properly/perfectly*. Explain that these adverbs say *how* people did things. *How did they speak? Too fast. How did they speak? Perfectly*, etc.

2 Grammar

Aim: to show adverbs of manner.

- Students read and copy the grammar box.
- Most adverbs are *adjective + –ly*. Adjectives ending in *–y* lose the *–y* and add *–ily*.
- Point out the irregular forms. They must learn these separately.
- Explain that adverbs of manner usually come after the verb in a sentence.
- Students complete the sentences.

Answers

1 *Are you sitting comfortably?*
2 *Kate thought that most of the group did well.*
3 *But some of them spoke too fast.*
4 *Kate thought that Lana and Rawand spoke perfectly.*

Grammar Summary p101

3 Listen and Speak

Aim: to listen for general meaning; to understand and practise using adverbs of manner.

- Ask students to listen to Kate. Ask *What do the two exercises practise?*
- Play the first part of the CD once. Students choose the correct answers.
- Check answers.

CD script Track 43

Kate	*OK. Here are two drama exercises for your bodies and voices. These exercises are quick, easy and a lot of fun. Are you ready for the first one? It's about how you move. I want you to move around the room in the way that I tell you. For example, when I give you the adverb 'quickly' I want you to run around the room. Is that clear? The second exercise uses your voice. I'll give you an adverb, for example, 'happily', and I want you to talk in that way. You can say anything you like, it's how you say it that is important.*

Answers

a) move
b) talk

- Check students know the meaning of the adverbs in the box.
- Play the second part of the CD. Pause after each character speaks and before the group say the answer. Students choose the correct adverb from the box. Now play the answer on the CD.

CD script Track 43

Kate *Right! Moving in the manner of the adverb was fun, wasn't it? Now let's do talking in the manner of the adverb. I've got some cards here with adverbs written on them. When I give you a card I want you to talk in the manner of the adverb. Then we'll all try and guess what your adverb is. Is that clear? OK. Here are your cards. Now, Ben. You go first.*

Ben *Excuse me, can I look at your map, please? Thank you!*

All *Politely.*

Kate *Now Carol.*

Carol *Don't tell me what I should do! I'm not a baby. I can look after myself.*

All *Angrily!*

Kate *Rawand.*

Rawand *It's very noisy in here. All these people are talking. I can't hear anything.*

All *Loudly!*

Kate *Jack.*

Jack *I'm very bad at dancing. I don't know what it is but I always think I look really silly.*

All *Aaah! Sadly.*

Kate *Pedro.*

Pedro *Oh, it's a lovely day and I'm really feeling OK. Everything's just fine.*

All *Happily!*

Kate *Ela.*

Ela *I thought the visit to the studio was great fun and I enjoyed watching the recording.*

All *Quietly.*

Kate *Carlos.*

Carlos *I'm very glad that we're doing these exercises so we can show the director we really are good actors.*

All *Quickly.*

Kate *And last but not least! Sally.*

Sally *Right you lot! Stand up straight and do what I tell you. Now listen to me carefully and remember everything I say.*

All *Bossily.*

Kate *Well done everyone!*

Answers

1 Ben – politely
2 Carol – angrily
3 Rawand – loudly
4 Jack – sadly
5 Pedro – happily
6 Ela – quietly
7 Carlos – quickly
8 Sally – bossily

- Play the CD again and ask students to note down what each member of the group says. Check answers by asking students to say each sentence in the manner in which the sentence was said. Check pronunciation and intonation.
- In small groups, students say the sentences. They choose their own 'mood' and others say the adverb.

Go to Activity Book Unit 4 Lesson 3 Activities 1 and 2

4 VOCABULARY

Aim: to revise words connected with the world of television.

- In pairs, students match the vocabulary.
- Call on different students to check answers.

Answers

1 c 2 e 3 f 4 b 5 d 6 a

5 PRONUNCIATION

Aim: to recognise and reproduce syllable stress.

- Play the CD. Students listen and repeat the words.
- Students copy the words into their notebooks. For each word the students decide how many syllables and predict the stress before listening again to check.

Teaching point: note the pronunciation of *comfortably.* /ˈkʌmftəbli/ *: 3 syllables*

CD script and answers Track 44

adverb 2	*comfortably 3*	*episode 3*	*happily 3*
nervously 3	*normally 3*	*politely 3*	*properly 3*
recording 3	*rehearse 2*	*tomorrow 3*	

6 WRITE AND SPEAK

Aim: to give written practice of adverbs of manner and vocabulary.

- Before they start, tell students to try and include adverbs of manner in their description, e.g. she sings *beautifully*, he speaks *slowly*.
- Set a time limit of 10 minutes. Students write a short paragraph following the instructions in the Student's Book. They could do this activity for homework.
- In small groups, students read their descriptions. The other students guess who he/she is.

Go to Activity Book Unit 4 Lesson 3 Activities 3–6

4 Lesson 4 *Well done, Lana!*

Vocabulary

Word combinations with adverbs: *eat quickly, listen carefully*, etc. Spelling and pronunciation problems – *laugh/half*, etc.

To start …

• In small groups, students should note all the facts that they know about Zakaria and keep the facts to check later in the lesson.

Listen and Read

1 **Aim:** to listen and read for details.

• Pre-teach *keyboard* (= electric piano).
• Before they listen or read, students should spend a minute reading the Listening questions on page 51.
• Play the CD (Track 45, see activity 2).
• Students listen to the dialogue. Encourage them to make notes if they wish.

Listening

2 **Aim:** to listen and answer questions.

• Ask students to cover the dialogue on page 50. Play the CD.
• In pairs, students answer the questions on page 51.
• Play the CD again. Students check their answers.
• Finally, students read the dialogue and do a final check.

CD script **Track 45**

Greg *Well done, Lana. Kate tells me that you and Rawand did brilliantly in the documentary.*
Lana *Thanks, Greg!*
Greg *Who was that Kurdish musician? Zak…*
Lana *Zakaria.*
Greg *Oh yes. How do you spell his name?*
Lana *Z-A-K-A-R-I-A. He's very famous in Kurdistan. I think he's great and even my mum and dad like him!*
Greg *So he's not just popular with young people?*
Lana *No, everyone likes him. I'll tell you about him – I've got my notes from the documentary here.*
Greg *Great!*
Lana *Well, he was born in Erbil in Kurdistan. In 1993 he moved to Sweden, where he started his musical career. He played keyboard for other famous stars. He made his first album, 'Tu Haiti' in 1998, and became really famous in 2002 when he made a video to go with his album 'Rojgar'. Would you like to see it?*
Greg *Yes, please! I'd love to!*

Answers

1 Z-A-K-A-R-I-A 2 Erbil 3 Sweden
4 keyboard 5 1998 6 2002

Go to Activity Book Unit 4 Lesson 4 Activities 1–3

Reading

3 **Aim:** to understand and complete a biographical text.

• Students read the text about Zakaria and complete with the correct words.
• They check the information they have learned about Zakaria against the information they wrote down at the beginning of the lesson.

Answers

1 born 2 interested 3 musical 4 moved
5 keyboard 6 albums 7 records 8 famous
9 fans 10 older

Speaking

4 **Aim:** to ask and answer questions about favourite television programmes.

• Write question words on the board, e.g. *What/When/Who/Where/Why/How?*
• Write *What's your favourite television programme?* on the board.
• Explain to the students that, in pairs, they are going to interview each other about their favourite television programme.
• Give them a minute or two to prepare at least six questions.
• Students interview each other.

Writing

5 **Aim:** to make a written report about their interview.

• In class or for homework students write about their own favourite programme and their partner's.

Go to Activity Book Unit 4 Lesson 4 Activities 4 and 5

To Help You Study

6 **Aim:** to encourage students to think about word combinations (collocations).

- Students look at the verbs and adverbs. Ask *Which words go together?* In pairs, students match as many adverbs as possible to the verbs.

Answers

Eat: carefully, hungrily, quickly, slowly
Drink: carefully, quickly, slowly, thirstily
Listen: carefully
Speak: angrily, quickly, slowly
Understand: easily, quickly, slowly
Walk: angrily, carefully, happily, quickly, slowly

NB: These are the most probable combinations; others, like 'listen angrily', may, of course, be possible in certain situations.

English Fact File

Aim: to point out to students that the English spelling of words is not a good guide to their pronunciation.

Teaching point: the lack of co-ordination between spelling and pronunciation is a major problem for learners of English. Be sympathetic to students about this. Suggest that whenever they learn a new word they write down also how it is pronounced. They have not learned the phonetic alphabet yet, but they can invent their own system, e.g. *through – throo*, *enough – enuff*, etc.

- To make this exercise slightly easier, you can read the words in column A and students just write the rhyming word from column B.
- In pairs, students compare their answers.
- In pairs, students take turns to say a word from one of the columns. The other student says the rhyming word.

Answers

do – who   *go – so/no*   *through – who*   *though – so/no*
laugh – half   *taught – sort*   *phone – own*
done – run   *low – no/so*   *cow – now*

Homework

- Students revise vocabulary from the four lessons they have studied in this unit.

4 Review

To start …

• Test students on vocabulary from previous lessons.

1

• Students read the card from Carol to her parents and choose the suitable words. They can do this individually or in pairs.

Answers

1 brilliantly 2 made 3 good 4 will 5 proud 6 like 7 best 8 very nice 9 are going to

2

• Students look at the example dialogue. In pairs, they take turns to ask and answer the questions. Check and help if necessary.

Answers

1 Are Pedro and Rawand going to have dinner now? Yes, they are.
2 Are the group going to do drama exercises? Yes, they are.
3 Is Jack going to miss Our World? No, he isn't.
4 Are the group going to go to the theatre? Yes, they are.
5 Is Carol going to make a documentary about London? No, she isn't.
6 Is Lana going to get information about Zakaria? Yes, she is.

3

• Students read the dialogue. They then copy and complete the dialogue with *will/won't*. Do the first one together as an example.
• In pairs, students read the dialogue.

Answers

1 will
2 will/'ll
3 will/'ll
4 will/'ll
5 won't
6 will/'ll
7 won't

4

• Students look at the example. Ask students why it uses *going to*, not *will* (*because it is a future plan*).
• In their notebooks, students rewrite the sentences.
• Students compare answers.
• Ask different students in the class to check answers.

Answers

1 I am going to work hard all next week.
2 I think she'll be successful in Hollywood.
3 I hope it won't rain this afternoon.
4 They are going to make a video.
5 He isn't going to miss the programme.
6 I hope you'll enjoy the film.

5

• Students copy and complete the sentences, choosing the appropriate adjective and changing it to its adverbial form. Do the first one together as an example.

Answers

1 Are you sitting comfortably? Then I'll begin.
2 The bus left early and they missed it.
3 Everyone enjoyed the drama exercises and smiled happily.
4 Carol did well in the documentary.
5 Ela didn't like the large crowd and looked around nervously.

6

• In pairs, students choose one word in each group which is different from the others in some way. Do the first one together as an example.
• Check answers and ask students to explain their choice.
• Fast finishers can make other odd word groups to test each other.

Answers

1 studio (the others are people)
2 video (the others don't show pictures)
3 television (the others are types of programme)
4 Carol (the others are male)
5 happy (the others are irregular adverbs)
6 hospital (the others are people connected with a hospital)

7

• Look at the example with the whole class first.
• In pairs, one student says an adjective and the other student says the adverb.

Song

- Play the first verse of the song with the books closed.
- Play the CD again. Pause after each line for students to repeat.
- Play the verse again. Students sing with the CD.
- Students open their books and read the song.
- Play the whole song. Students sing along.

CD script Track 46

You say you're going to visit London
You say you're going to visit France
You say that you'll be gone a long time
You say you'll sing and you'll dance

I don't believe you, I don't believe you.

Because I said I wanted to travel,
Because I told you I couldn't go.
Now you tell me that you're doing
All the things I wanted so …

I don't believe you, don't believe you.

You say you're going round the world!
But I don't think that you speak truly.
When I told you of my dreams
You were thinking you could fool me.

I don't believe you, I don't believe you.

But I don't believe ya!

Homework

- Tell students that they are now over halfway through the course. Ask them to look back at the grammar and vocabulary from lessons they have studied and complete this progress chart.

✓ I know this	? I'm not sure	✗ I don't know this

Go to Activity Book Unit 4 Review

4 THE ENGLISH-SPEAKING WORLD

Ireland

To start

Revise countries and capitals of the British Isles (p.31)

1

• Students read the text and match the beginnings and endings of the sentences.

Answers

1 b   2 d   3 f   4 a   5 e   6 c

2

• Students read the text and complete the chart.

Suggested answers

Location:	On the east coast of Ireland.
Population:	1,000,000
Buildings:	Old houses and bridges
Parks:	Phoenix Park
Attractions:	Dublin Zoo
Sunniest months:	May and June
What to do:	Walk, talk and listen to music.

Extra information

• The main historical divide in Ireland has always been between the two Christian Communities – the Protestants (who mainly saw themselves as a part of The U.K.) and the Roman Catholics (who mainly wanted an independent Ireland). Today about 95% of the population of The Republic is Catholic. Northern Ireland is about 50/50 Protestant/Catholic.

• The main Gaelic speaking areas are in the west, but all Irish children have to study Gaelic at school. The Gaelic name for Ireland is Eire. Most road signs are in Gaelic and English.

• A major reason for Ireland's popularity as a tourist destination was its success in the Eurovision Song Contest. Ireland won this competition 5 times between 1987 and 1996. This meant that for several years attractive shots of the Irish countryside and cities were seen on television by millions of people round the world.

• The British Isles has produced many famous authors. A lot of people make the mistake of calling them 'English writers'. But, to mention but a few, Jonathan Swift (novelist – *Gulliver's Travels*), Oscar Wilde (playwright), George Bernard Shaw (playwright), W.B. Yeats (poet) and James Joyce (novelist) were all Irish.

• Names: many Irish surnames begin with O' – O'Reilly, O'Shaughnessy, O'Leary. Like the Scottish Mac, O' means 'son of'.

Lesson 1 *What's happening this weekend?* Student's Book p56

Grammar
Present continuous: future arrangements – *We're going to the theatre this evening.*
Question: *How long …?*
Plans and arrangements; sightseeing

To start …

• Write times on the board in minutes, e.g. 15 minutes, 90 minutes, 130 minutes. In pairs, students decide how they can say these times. Do the first two together, e.g. *a quarter of an hour/an hour and a half.* Check students' answers. They can then make up times and test each other.

1 READ

Aim: to teach the present continuous for future arrangements and vocabulary (*arrangement, commercial, Natural History, Phantom of the Opera, underground*); to understand details.

• Students answer the questions individually and then ask and answer in pairs.
• Check. Ask the class to give you the answers.

Answers

1 *They are (They're) leaving at 9.30 am.*
2 *They are watching the filming of a jeans commercial from 11 to 1 pm.*
3 *They are having lunch in the Pizza Paradise restaurant.*
4 *Greg is taking them to the Science Museum.*
5 *Lana is going to the National History Museum.*
6 *No, Carlos isn't going to the Science Museum.*
7 *They are spending two and a half hours at the museums.*
8 *They are leaving for the theatre at 6.45 pm.*

Extra activity

• Ask more comprehension questions about the schedule such as *Where are they watching the filming of a jeans commercial? How are they going to South Kensington?*

2 LISTEN AND SPEAK

Aim: to listen for details.

• Play the CD. Students look at the poster and note down changes in the arrangements. They compare in pairs.
• Play the CD again and check the answers.
• In pairs, students take it in turns to ask questions about the new arrangements. Go round the class and help if necessary.

CD script Track 47

Greg *All right everyone – can you all be quiet for a moment? I want to tell you about some changes to the arrangements for tomorrow, so please listen carefully. First of all, we aren't leaving the hotel tomorrow morning at half past nine – we're leaving at 10 o'clock, so you can stay in bed for another half an hour!*

After lunch, we're going to South Kensington to visit the museums. But we aren't going by underground, we're going by bus. It's much easier to take the bus – and it's nicer!

I'm taking some people to the Science Museum, and Paula is taking a group to the Natural History Museum – that's instead of Kate.

And then we're going to see The Phantom of the Opera *in the evening. It starts at 7.45 and we want to be quite sure that we're at the theatre in good time, so we're leaving the hotel 15 minutes earlier – we're leaving at 6.30. So please be ready to leave by half past six. All right – is that clear? Any questions?*

Answers

1 *They are leaving the hotel at 10 o'clock, not half past nine.*
2 *They aren't going by underground, they are going by bus.*
3 *Paula is taking a group to the National History Museum – not Kate.*
4 *They are leaving for the theatre at 6.30, not 6.45.*

Extra activity

• Students read out sentences with incorrect information for their partner to correct.

3 GRAMMAR

Aim: to show the use of the present continuous for future arrangements. **NOTE:** the students already know the form of the present continuous. This lesson teaches only a new use of this tense.

• Ask students to look at the grammar box. Explain that 'future arrangements' means the kind of things you write in your diary. The present continuous can be used to talk about *definite* future plans. Students may ask the difference between *going to* and the present continuous. Often either can be used, but the present continuous is used for more *definite* arrangements.
• Students complete the exercise individually.
• Call on different students to read their answers to the group or they can check in pairs or small groups.

Answers

1 Lana is visiting the Science Museum tomorrow.
2 Kate isn't taking people to the museum.
3 Are they visiting the museums in the morning?
4 We're watching the jeans commercial before lunch.
5 What time are they returning to the hotel?
6 We aren't going to the theatre tonight.
7 Are you coming to my party this evening?
8 I'm meeting my friends in the café at 6.30.

Grammar Summary p101

Go to Activity Book Unit 5 Lesson 1 Activities 1–4

4 LISTEN

Aim: to listen to details; to practise the present continuous for future arrangements.

• Students read through the list of different activities before they listen.
• Play the CD once. In pairs, students compare answers. Call on different students to tell you the order of events.

CD script Track 48

Greg *And we've got another full day for you on Sunday, when we're going to North London. We're starting with a visit to London Zoo at 10 o'clock and we're spending two hours there. Then at midday we're walking along Regent's Canal to Camden Town and we're having lunch in Camden Market at half past 12. After lunch, there's plenty of time for shopping in Camden Market, and you can buy all kinds of souvenirs and presents there. And at the end of the afternoon, at four o'clock, we're taking a canal boat on Regent's Canal back to West London.*

Answers

a 3 b 1 c 5 d 4 e 2

• Students copy and complete the timetable in their notebooks.
• Play the CD again.
• Check the answers, asking extra comprehension questions, e.g. *What can you buy at Camden Market?*

Answers

10 am: Visit London Zoo.
Midday: walk along Regent's Canal.
12.30 pm: Have lunch in Camden Market.
2 pm: Go shopping in Camden Market.
4–4.45 pm: Take a canal boat trip.

5 SPEAK

Aim: to practise the present continuous for future arrangements.

• Give students a minute to write down all the question words they can remember. Then ask them to tell you the words and write on the board *What?, When?, How long?, How?, Where?, Who?*
• Check they understand that *How long …?* is used to talk about length of *time*.
• In pairs students read out the short dialogue.
• In pairs, students follow the model asking as many questions as they can about Sunday using the question words on the board. Help if necessary.

Extra activity

• In pairs, students read their sentences to each other including one piece of false information, e.g. *At 10 am they are taking a canal boat ride*. The other student must correct the information.

6 WRITE

Aim: to practise the present continuous for future arrangements.

• Students copy the postcard into their notebooks and write full sentences.

Extra activity

• In pairs, one student closes his/her book and the other tests how much he/she remembers about the timetable.

7 PRONUNCIATION

Aim: to practise listening to and producing the sound /s/.

- Play the CD. Students listen and repeat.

CD script **Track 49**

science shopping speak spend sports stadium stall station store street

Extra activities

- Students make sentences using these words and test their pronunciation. They could dictate their sentences to each other.
- Students close their books. Test them on spelling.

8 READ

Aim: to read for details.

- Ask *What things can you usually buy at a market in Kurdistan?*
- Students read the Fact File. Ask *What can you buy at Camden Market?*
- Ask further comprehension questions about the market, e.g. *How do you get there? When is it open? What can you eat and drink there?*

Extra activity

- Students write a similar Fact File based on a market they know well.

9 WRITE

Aim: to practise making questions with *how long…?*

- Students read the information about English schools and write questions and answers.

Extra activities

- In pairs, students can ask and answer questions about schools in Kurdistan.
- Students write a busy diary for the weekend. They should include as many arrangements and weekend activities as possible, e.g. *seeing the doctor, meeting Banaz, going to the hairdresser's.* In pairs, students try to find a time when they are both free and arrange to do something together.

Homework

- Students write about what they are doing at the weekend.
- Students write a short plan for a group of tourists visiting their own town/city/area. They describe different places of interest and plan a schedule.

Go to Activity Book Unit 5 Lesson 1 Activities 5 and 6

Grammar

Object pronouns: *me, you, him,* etc.;
prepositions of direction: *across, into,* etc.
Directions: *turn right, round the corner, the way,* etc.

To start …

• Ask more confident students in the class *How do you get to school? How long does it take you?* Students continue asking and answering in small groups. Feedback *Who takes the longest to get to school?*

1 Listen and Read

Aim: to introduce object pronouns: *me, you, him,* etc.; prepositions of direction: *across, into,* etc.

• Students look at the photo on page 58. Ask students *Who is in the picture?*
• Play the CD once. Students keep their books shut.
• Students read the dialogue as they listen again. They then read the sentences, decide if they are true or false and correct the false sentences.
• Play the CD again. Pause for students to repeat. Pay attention to pronunciation.
• Students practise the dialogue in groups of four.

CD script **Track 50**

Greg *Carol, are you coming? We mustn't be late for the jeans commercial.*

Carol *I'm waiting for Sally – she's on the phone. Why don't you tell me how to get to the shop? I can show her the way.*

Greg *OK, I'll give you a map. Look, we're here. You walk through Hyde Park to Marble Arch, you go across Park Lane, and along Oxford Street past a huge shop called Selfridges. Then turn left into James Street and The Jeans Store is on the right. You can't miss it!*

Sally *It's nearly eleven o'clock! Why don't we ask someone the way?*

Carol *I'm sure the shop is just round the corner …*

Sally *Stop, Carol, we're lost! Look, there's a policewoman – I'll ask her the way. Excuse me, can you help us? We're looking for James Street.*

WPC *James Street? OK – go up this street to Oxford Street and turn right. Go across the road and James Street is the third street on the left. It isn't far.*

Sally *Thank you very much. Come on, Carol, let's run!*

Answers

1 *False. Carol is waiting for Sally.*
2 *True.*
3 *False. Selfridges is in Oxford Street.*
4 *True.*
5 *True.*
1 Sally 2 Carol 3 the shop 4 policewoman 5 Carol and Sally

Go to Activity Book Unit 5 Lesson 2 Activity 1

2 Grammar

Aim: to teach object pronouns.

• Draw students' attention to the Grammar box. Highlight that object pronouns replace a noun; they go *after* the verb.
• Students copy and complete the sentences with the correct object pronoun. Check answers.

Answers

1 *'Where are Carol and Sally? I'm looking for them.'*
2 *Greg told Carol the way and he gave her a map.*
3 *'We're looking for the shop but we can't find it.'*
4 *'Excuse me, we're lost. Can you tell us the way to James Street?'*
5 *Sally was making a phone call so Carol waited for her.*
6 *'Hurry up, Sally! I'm waiting for you!'*

Extra activity

• Practice with pronouns. Students work in pairs. Student A says a subject pronoun (*he*) to student B. Student B says the object pronoun (*him*). Then student B says a subject pronoun to student A.

Grammar Summary p101

Go to Activity Book Unit 5 Lesson 2 Activities 2 and 3

3 Read and Speak

Aim: to practise following directions.

• Students look at the map.
• They read the directions in the first dialogue and follow the route in their Student's Books. They start from the hotel. Check and help if necessary – they can use the diagrams of the prepositions to help them.
• Students read the second dialogue and try to work out where Carol and Sally were.
•Give students a minute to study the prepositions of direction. Students copy the diagrams without the words into their notebooks and test each other.

4 Listen and Speak

Aim: to practise asking and giving directions.

- Remind students that they are starting from the hotel. Play the CD, pausing and replaying if necessary.
- Focus on the map again. Give students directions. Students follow your directions and say where they get to.
- Now students give each other directions. Check, help and correct if necessary.

CD script Track 51

Greg *Sally, Carol – you're really late! What happened to you?*
Sally *We got lost because of Carol.*
Carol *We weren't lost! We just went a different way.*
Greg *Which way?*
Carol *We walked through the park, and we went across Park Lane, like you said. We were near Hyde Park Corner.*
Greg *Hyde Park Corner! I said Marble Arch!*
Sally *I told you, Carol!*
Carol *We walked up Park Lane and then into Park Street …*
Sally *And then I asked the way.*
Greg *Well, you're here now. Come with me – they're filming the commercial through here.*

Extra activity

- Students write directions from one place to another on the map.

Go to Activity Book Unit 5 Lesson 2 Activities 4 and 5

5 Pronunciation

Aim: to distinguish between and practise the sounds /ɔː/, /ɒ/ and /əʊ/.

- Read the three words aloud. Students listen and repeat.
- Point out that /əʊ/ is a diphthong – a combination of two sounds.
- Students copy the chart into their notebooks, and write the words in the correct column.
- Ask students which words they had in the columns before playing the CD to check answers.
- Play the CD again. Students listen and repeat.

CD script and answers Track 52

walk	/ɔ/	*call four store talk*
stop	/ɒ/	*cross long lost shop*
go	/əʊ/	*don't most phone show*

Extra activity

- Students try to write a sentence which includes as many words as possible from one of the columns of the chart in Activity 5.

6 Write and Speak

Aim: to give more practice in giving directions.

- Students read the example.
- Using the example to help them, students write directions to their house from the school in their notebooks. Check and help if necessary.
- In small groups or in pairs, students read out their texts without mentioning the name of their street.

Extra activity

- Students use local maps to practise asking for and giving directions. They ask and answer where places are and how to get there.

Homework

- Students write directions from their school to a well-known place of interest in their local neighbourhood using as many different prepositions of direction as possible. They can include a journey on a bus if necessary.

Lesson 3 *How much money have you got?* Student's Book p60

Grammar
some and any; *How much/many …?*
Food

To start …
• Tell students about your favourite food. What is it? Why do you like it? Divide students into small groups. Write on the board: *What's your favourite food? Why?* Students ask and answer.

1 READ AND LISTEN

Aim: to introduce *how much/many…?*; and food vocabulary.

• Students look at the menu on page 60. Ask students which pizza they would choose.
• Explain that Carol, Rawand and Lana are having lunch at a pizza restaurant. Students read through the dialogue and write the name of the correct pizza in the spaces.
• Check answers, but don't say if they are right or wrong yet. Check that students understand the meaning of *starving* and *hopeless*. They should look *hopeless* up in the wordlist on page 109.
• Play the CD. Students check their answers.
• Ask what phrases they can remember from the dialogue.

CD script and answers **Track 53**

Narrator *Carol, Rawand and Lana are in Pizza Paradise.*
Lana *Let's choose something to eat. I'm starving!*
Waiter *Are you ready to order?*
Lana *Yes, could I have a Mediterranean pizza, please?*
Rawand *What's that?*
Lana *It's a pizza with cheese, tomatoes, olives and garlic.*
Rawand *Oh, could I have that too? But I don't want any olives.*
Carol *Have you got any pizzas with mushrooms?*
Waiter *There's a Four Seasons pizza – with cheese, tomatoes, mushrooms, chicken …*
Carol *No, I don't want any meat. I'm vegetarian.*
Waiter *Then why don't you have a Country pizza? There isn't any meat on that.*
Carol *OK, I'll have that. And I'd like some garlic bread, please.*
Waiter *And what would you like to drink?*
Carol *A Coke, please.*
Waiter *How many Cokes?*
Lana *Two.*
Rawand *And could I have a glass of water, please?*
Waiter *Certainly – coming right up.*
Rawand *Carol … how much money have you got?*
Carol *About £25. Why?*
Rawand *Because I haven't got any. Could I borrow some?*
Carol *Honestly, you're hopeless!*

Extra activities
• Play the CD again. Pause for students to repeat. Pay attention to pronunciation. Students practise the dialogue in groups of five.
• Students write true/false sentences about the dialogue and test each other in groups.
• Students find examples of *some* and *any* in preparation for the next activity.

2 SPEAK AND WRITE

Aim: to check general understanding of the text.

• In pairs, students find and write the answers.
• In small groups (four or five), students take turns to read out a question and ask another student to answer it. Encourage students to use full sentences.
• Students correct any wrong answers in full sentences in their notebooks. Check, help and correct if necessary.

Answers
1 *We know Lana is very hungry because she says she is 'starving'.*
2 *He doesn't want any olives.*
3 *Carol wants some mushrooms.*
4 *She doesn't want any meat because she is a vegetarian.*
5 *She also orders some garlic bread.*
6 *They order two Cokes*
7 *Carol has got £25.*
8 *Rawand wants to borrow some money.*

Go to Activity Book Unit 5 Lesson 3 Activity 1

3 GRAMMAR

Aim: to teach *some* and *any*; *how much/many*?

• Draw students' attention to the Grammar box. Remind students that uncountable nouns cannot be used in the plural: you cannot add an '*s*'. Students will have learnt about countable/uncountable nouns in Sunrise 7, especially with 'food' words.

- Teach students that *people* is an important exception. *People* is the plural of person. It has no 's', and we always say *how **many** people.*
- Students copy and complete the sentences. They can do this individually or in pairs.
- Check and correct answers.

Answers

1 *Could I have some water, please?*
2 *I'm sorry, we haven't got any ice cream.*
3 *There aren't any glasses on the table.*
4 *I'd like some extra cheese on my pizza.*
5 *Could I have some bread and butter, please?*
6 *How many people are there in the restaurant?*
7 *How many pizzas do they order?*
8 *How much money does Rawand need?*
9 *How much bread does Carol want?*
10 *How many pizzas are there on the menu?*

Grammar Summary page 102

Go to Activity Book Unit 5 Lesson 3 Activities 2–4

4 Pronunciation

Aim: to recognise and produce /ʊ/ and /u:/.

- Write the two words *good* and *food* on the board. Say the words and ask students to repeat.
- Students copy the chart and write the words in the correct column.
- Play the CD. Students listen and repeat the words.

CD script and answers Track 54

good	/ʊ/	*could*	*should*	*took*	*wood*	*would*
food	/u:/	*choose*	*fruit*	*group*	*juice*	*through*

5 Speak

Aim: to practise *some/any/how much/how many.*

- Tell students to imagine that they are in Pizza Paradise restaurant.
- Students study the phrases in the speech bubbles.
- Divide the class into groups of three. One student should be the waiter/waitress and the others are the customers. Students use the menu from Activity 1. Demonstrate first: you are the waiter/waitress and two more confident students are customers.
- Students act the parts. Waiters should take notes to make it as realistic as possible!
- One or two groups may like to perform before the rest of the class.

6 Vocabulary

Aim: to help organise students' learning; to revise '*food*' words.

- Students should work in pairs. Check students know the meaning of the four categories (particularly *dairy produce*). Give examples if necessary.
- After five minutes or so students can call out words from each category. Write the words on the board to correct the spelling.

Extra activities

- Play *Hangman* with food words.
- *Memory Chain.* This is best played in groups of six to ten. Student 1 says *I went shopping this morning and I bought some …* . Student 2 repeats this and adds another food item. This continues around the group. A student who repeats or forgets leaves the chain.

7 Speak and Write

Aim: to give spoken and written practice of the grammar and vocabulary.

- Set a time limit of 10 minutes. In groups of three or four students can write their favourite menus.
- Students pass their menus to another group. Now one student in each group becomes waiter/waitress. The others are customers. They should take it in turns to be waiter/waitress. They then have similar conversations to the example in Activity 5.
- Students get back the menu for their group and write a conversation between a waiter/waitress and a customer.

Extra activity

Alphabet game. Students think of a food or drink beginning with each letter of the alphabet. Leave out the letters Q, U, X, Y, Z. You can make this game competitive by dividing the class into teams. Award one point for each correct word and two points for a word nobody else has thought of. The team with the most points wins.

Homework
- Students write 10 sentences about their own diet – what they eat for breakfast, lunch and supper or that of a member of their family.

Go to Activity Book Unit 5 Lesson 3 Activities 5–7

Vocabulary
Printing; newspaper production and jobs – *reporter/editor*, etc; word definitions – *the printer prints the newspaper*, etc.

To start …
• Ask students for the names of all the Kurdish newspapers they can remember. In pairs, students ask each other which newspaper their family reads. Ask *Where do you buy newspapers?*

READING

1 **Aim:** to introduce the vocabulary of printing and newspaper production.

• In pairs, students guess the answers. They should cover up the upside down answers at the bottom of the page.
• Set a short time limit. Then ask students to raise their hands if they think the answer is *a*, *b* or *c*. Students look at the answers to see if they were right.

Teaching point: If you can separate the questions and the answers give them to students separately. Then, first students put the correct selection of answers with each question and then answer the questions.

Answers
1 A 2 C 3 A 4 B 5 B 6 A

Extra activity
• In pairs, one student closes his/her book and tries to remember all the answers. They then swap roles.

LISTENING

2 **Aim:** to listen for information; to introduce more vocabulary of newspaper production.

• Ask students to look at the photo showing the production of a newspaper and teach *reporter, editor, deliver.*
• In pairs, students look at sentences a–g and try to order the sentences before they listen to the CD.
• Play the CD. Students compare their answers.
• Play the CD again. Pause to check the answer to each question.

CD script Track 55
Voice *What's the story of newspapers?*
First, the reporters get news stories and a photographer takes pictures. Next, the reporters write the stories. Then the editor chooses the best stories and pictures. After that, the editor sends the pages to the printer. The printer prints thousands of copies of the newspaper. Finally, vans deliver the papers to the newsagents, and the newsagents sell the papers to thousands of readers.

Answers
1 b 2 e 3 d 4 a 5 g 6 c 7 f

SPEAKING

3 **Aim:** to talk about newspaper production.

• Write *first, then, after that, next, finally* on the board.
• In pairs, students take it in turns to tell each other about newspaper production using the ordering adverbs on the board.

WRITING

4 **Aim:** to revise the past simple tense; to practise the vocabulary of newspaper production.

• Students write a short paragraph in the past simple about what happened in the newspaper office yesterday.
• Ask different students to read out a sentence each.
• The students can write their paragraph for homework and read it out in the next lesson.

Go to Activity Book Unit 5 Lesson 4 Activities 1 and 2

TO HELP YOU STUDY

5 **Aim:** to encourage students to define words.

• Students look back at the vocabulary from the lesson to find the answers.

Answers
1 editor 2 photographer 3 Reporters 4 printer 5 Newsagents

• Students write definitions similar to the previous activity. If possible they can bring dictionaries into class to help them. Alternatively, they can ask you for the English translation of words they don't know.

- Students read out their definitions in small groups for others to guess.

Extra activity

- Game: *What's my job?* Students choose one of the different jobs from the lesson. In small groups, students must try to guess each other's profession asking no more than 10 questions.

Homework

- Students revise vocabulary from the four previous lessons.

English Fact File

Aim: to introduce students to some of the basic differences between British and American English. (See also the Fact File on page 27.)

Suggested activity

- Tell students that there is sometimes a difference between British and American spelling – and that Sunrise uses British spelling.
- Write two columns on the board – *British* and *American*.
- Write *metre*, *centre* and *colour* in the British column. Write *meter*, *center*, *color* in the American column.
- Now write *litre*, *theatre* and *behaviour* in the British column. Students must guess the American spellings.
- Students open their books and study the other words.

Go to Activity Book Unit 5 Lesson 4 Activities 3 and 4

5 Review

Useful extras

- Photos or pictures of food from recipe books and magazines (for the project).

To start …

- Test students on vocabulary from previous lessons.

1

- Give students a few minutes to read the text and check any vocabulary problems. Check general understanding. For instance you can write the dates *1926/1927/1936/1959* on the board. Ask students *What happened on these dates?*
- Students complete the text choosing A, B or C. Do the first one together as an example.
- This can be done in pairs or individually as a short test. Check answers by calling on different students in the class.

Answers

1 C 2 B 3 B 4 C 5 A
6 C 7 A 8 B 9 C 10 B

2

- Students listen to the example on the CD and follow in their books. They work out the remaining questions 2–5.
- Play the rest of the exercise on the CD; students repeat the questions and write the dates.
- Students compare their answers in pairs.
- Play the CD again. Check answers.
- Students write whole sentences with dates in full. Check and help if necessary.

CD script and answers Track 56

1
Ela
When is she returning to Poland?
On the thirty-first of August.
2
Pedro
When is he flying home?
On the fourth of September.
3
Rawand and Ben
When are they visiting Scotland?
On the second of September.
4
Carlos
When is he going on holiday?
On the fifteenth of October.
5
Carol and Jack
When are they going back to school?
On the seventh of September.

Answers

1 *Ela is returning to Poland on the 31st of August.*
2 *Pedro is flying home on the 4th of September.*
3 *Rawand and Ben are visiting Scotland on the 2nd of September.*
4 *Carlos is going on holiday on the 15th of October.*
5 *Carol and Jack are going back to school on the 7th of September.*

Extra activity

- Play the CD again. Students repeat, copying the pronunciation as closely as possible.

3

- Students read the text. Students copy and complete with object pronouns (*him/her,* etc.). Do the first one together as an example.

Answers

1 them 2 me 3 her 4 him 5 it 6 us 7 us
8 you 9 it

Extra activity

- With a less confident group write two alternatives for each gap on the board.

4

- Students read and complete the text with the prepositions.
- Check answers with the class.

Answers

1 through 2 along 3 past 4 into 5 across
6 up 7 to 8 down

5

- Students choose *some* or *any* in each sentence.
- Students can write *C* (countable) or *U* (uncountable) at the end of each sentence.

Answers

1 some c   2 some u   3 any c   4 some u   5 any u
6 any c

6

- Students copy and complete the sentences, choosing *How much/many.* Do the first one together as an example.
- Check answers with the class.

Answers

1 How much   2 How many   3 How much
4 How many   5 How many

7

- Students reorder the sentences and write them in their notebooks. Do the first one together as an example.
- Check answers with the class.

Answers

1 *Why don't we ask someone the way?*
2 *Excuse me, can you help us?*
3 *Could I have a glass of water?*
4 *How much money have you got?*
5 *How many eggs do you want?*

Extra activity

- In a weaker group, give students the first word of each sentence.
- Fast finishers jumble other sentences from previous lessons to test each other.

8

- Give students a minute to think about other things Mr Counter may like.
- Students read out their suggestions. Say *yes* if they are countable and *no* if they are uncountable. See who works out the puzzle first.
- Students write three more sentences with countable and uncountable food items.
- In small groups, students read out their sentences.

Answer

Mr Counter only likes countable things.

9

- In pairs, students look at the sentences and try to work out the word using the clues. Do the first one together as an example. The first pair to find the word gives the answer.

Answer

p e r f e c t

10

- Game: *Word machine.* In small groups, students make as many words as they can from PARADISE. The minimum length of a word is three letters. Ask the group with the most words to read their list. Other students add to the list.

Possible answers (though it is unlikely that students will know all these words)
dare(s), dear, die(s), dip(s), drip(s), paid, pair, paired, parade, pear(s), per, pie, pride, read(s), rap, red, ride(s), rip, ripe, sad, said, side, sir, spade, spare, spared, sped.

Homework

- Most of the activities in Review can be done as homework.

Go to Activity Book Unit 5 Review

5 THE ENGLISH-SPEAKING WORLD

The United States of America

To start

- Write these names on the board: *Hollywood Microsoft McDonald's*. Ask students what they have in common *(they're all connected to the USA)*. Why are they famous? *(film-making computers burgers)*

1

- Students guess the population of the USA
- They cover the map on page 66 and, in pairs, try and answer the questions. They then uncover the map and check.

Answers

1 *50*

2 *Virginia: east*
Minnesota: north
Texas: south
California: west

3 *Hawaii*

4 *Alaska*

2

- Students read the titles. Then they read the text and, in pairs, match the correct title with each paragraph.

Answers

1 *The first Americans*

2 *The first immigrants*

3 *African-Americans*

4 *19th and 20th century immigration*

5 *The USA today*

3

- Students read the text again and match the beginnings and endings of the sentences.

Answers

1 f 2 d 3 g 4 b 5 e 6 c 7 a

Extra information

- The USA – the United States of America – is frequently called just 'America'. North America comprises the USA, Canada, Mexico and the Central American countries.
- The USA is the third largest country in the world. The longest national border is the one between the USA and Canada.
- Originally the USA was a colony of Britain. It gained independence after the American Revolution (1775–81).
- There are 27 million Spanish speakers in the USA. These are called the Hispanic population. Most come from Mexico, the Central American States and Cuba. 26% of the population of California, the largest state, is Hispanic. In Miami the most popular newspaper, the *Miami Herald*, is published in Spanish and English.
- The USA bought Alaska from Russia in 1857. Hawaii became the 50th state in 1959.

Lesson 1 *Have you been to Silemani?* Student's Book p68

Grammar
Present perfect tense, positive, negative and question: *I've done… I haven't done… Have you done…?*
Animals; revision of tourist vocabulary

To start 1 …
• Ask students what they know about Buckingham Palace. Where is it? (*London*) Who lives there? (*The Queen of England*).
To start 2 …
• List ten famous places in Kurdistan on the board. Ask the class how many students have been to each place.

1 READ AND LISTEN

Aim: to introduce the present perfect; to read and listen for details.

• Ask students to read the True/False statements 1–3. In pairs they guess which are true or false.
• Play the first part of the dialogue. Students listen and read and do sentences 1–3. Did they predict correctly? They should not listen to the second part of the CD yet.
• Play the CD again to check answers.

CD script Track 57

Narrator *Rawand and Lana have a free morning. They are making plans.*
Carol *Hi, you two! What are you doing this morning? Where have you decided to go?*
Rawand *We don't know … we were just talking about it ….*
Lana *I'd like to go to Buckingham Palace. It's what all tourists do!*
Carol *Buckingham Palace! Oh, can I come with you?*
Rawand *But you've been to Buckingham Palace. All English people have been to Buckingham Palace!*
Carol *Well, I haven't! I've seen it on TV hundreds of times. But I haven't been there.*
Rawand *That's amazing. You're English and you haven't been to one of the most famous places in London.*
Carol *Remember. I'm English but I come from York. I've only visited London once before.*
Lana *And you're Kurdish, Rawand. Have you been everywhere in Kurdistan?*
Rawand *Well … Most places ….*
Lana *Hmm … Have you visited Azadi Park in Silemani? Have you seen the statue of Ibrahim Pasha?*

• Ask students what they think Rawand's answer is. They should read sentences 4–6 and guess.
• Play the second part of the CD. Did the students guess correctly?
• Play the CD again to check.
• Play the CD one more time. In groups of three, students act the parts of Carol, Rawand and Lana.

CD script Track 57

Rawand *Well … no … actually I haven't been to Silemani ….*
Lana *There! You're Kurdish, but you haven't been everywhere in Kurdistan! Sure Carol … Come with us. Let's go to Buckingham Palace together.*
Carol *Great!*
Lana *And bring the video camera. We can make a film … 'Kurdish tourists in London'!*

Answers

1F Lana wants to go to Buckingham Palace. 2T 3F She's only been to London once. 4F He hasn't seen the statue of Ibrahim Pasha. 5T 6T

Go to Activity Book Unit 6 Lesson 1 Activity 1

2 GRAMMAR

Aim: to demonstrate the form of the present perfect.

Teaching point: We use the past tense when we talk about the events that took place at a definite time in the past, e.g. *I saw her yesterday. I didn't see her last year.* We use the present perfect when we talk about events that have taken place *sometime up to now*, e.g. *I've been to America (some time in my life). I haven't been to France.*
• Students read the grammar box. Point out that we form the present perfect with *have* + past particle (*I have (I've) seen*).
• Point out that, just as many verbs have irregular past tenses, many verbs also have irregular past participles. These must be learnt separately.

• Students complete the exercise individually or in pairs.
• Ask different students to read their answers to the group.

Answers

1 *Lana and Rawand have decided to go to Buckingham Palace.*
2 *Carol has been to London once before.*
3 *She has not (hasn't) visited Buckingham Palace.*
4 *Has Rawand seen the statue of Ibrahim Pasha?*
5 *Where has Rawand been in Kurdistan?*

Grammar Summary p102

Go to Activity Book Unit 6 Lesson 1 Activities 2–5

3 SPEAK

Aim: to practise present perfect questions and short answers.

• Ask two students to read out the speech bubbles.
• Now ask questions to various students. Students answer *Yes, they have* or *No, they haven't*. They may also answer *I'm sorry, I can't remember*.
• Students continue in pairs asking about the group.
• They then ask questions about Carlos and about Ela. Check and help if necessary.
• Students choose a character and make notes about his/her time in London. Remind them to include some false information. They continue the activity, asking and answering questions in pairs.

4 SPEAK

Aim: to further practise the present perfect.

• Give students a minute or two to note down as many questions as they can, using the present perfect.
• Students ask and answer in pairs. They note down their answers in preparation for activity 7. Check and help if necessary.

5 READ

Aim: to read for general information.

• Students look at the photos on page 69. Ask *Which animals can you name? Where do you find these animals?*
• Students read the Fact File and find out where they can see these animals in London.
• Ask further comprehension questions about the Fact File, e.g. *Who is the oldest inhabitant in London Zoo? What other animals can you see in Kentish Town City Farm?*

Answers

squirrels – Hyde Park ducks – the Serpentine Lake in Hyde Park cows – Kentish Town City Farm deer – Richmond Park

6 PRONUNCIATION

Aim: to listen for word stress.

• Check students know the meaning of the words.
• In pairs, students read the words to each other and guess the number of syllables in each word.
• Play the CD once, pausing for students to repeat after each word. Call on different students to tell you the number of syllables in each word. Before listening again, ask students to read the words to each other in pairs and mark the stress.
• Play the CD again. Check answers.
• Students say the words together.

CD script and answers Track 58

animal (3) commercial (3) horrible (3)
programme (2) recorded (3) several (2)
squirrel (2) surprised (2)

7 WRITE

Aim: to further practise the present perfect in writing.

Teaching point: Point out that *once/twice* are irregular forms. From three onwards we use *times*, e.g. *three times, four times,* etc. These adverbial phrases of frequency usually go at the end of the sentence.
• Students look at the model sentence. They use their notes from activity 4 to write a short paragraph. Students swap texts and check each other's use of the present perfect. Check they remembered the facts correctly.
• The writing exercise can be done as homework.

Homework
• Students write about the animals in their local park or zoo.
• Write expressions from the lesson on the board, e.g. *you're pulling my leg, I'm not joking, how could you?, I've had enough*. Students make up short dialogues to illustrate meaning. As a warmer in the next class, they read out their dialogues, omitting the expression for other students to guess.

Go to Activity Book Unit 6 Lesson 1 Activities 6 and 7

6 Lesson 2 *I've never been abroad.* Student's Book p70

Grammar
Present perfect + *ever/never*
More transport words; compound nouns – *bus driver*, etc.

Useful extras
- Pictures from magazines.

To start …
- Bring in a variety of different pictures from magazines. Use the pictures to ask questions using the present perfect, e.g. *Have you ever climbed a mountain?* Ask students to give short answers – *Yes, I have/No I haven't.*

1 Listen and Read

Aim: to introduce present perfect + *ever/never.*

- Students read the questions.
- Play the CD once while students listen and read.
- Play it again while students answer the questions.
- Play it again. Pause for students to repeat.
- In pairs, students take the parts of Lana and Rawand.

CD script Track 59

Lana	*We're nearly there. Rawand, have you ever been abroad before?*
Rawand	*No, never. In fact, I've never been outside Kurdistan.*
Lana	*I've never been to London before. Isn't it a bit scary?*
Rawand	*It was at first. But now it's OK.*
Lana	*Look, we're here and we need to get to Covent Garden underground station. Have you ever travelled on the Tube before?*
Rawand	*No, never!*
Lana	*Another first! Let's go to the London Transport Museum! We've never been there!*
Rawand	*OK. Now, where's Carol? Carol …*

Answers

1 No 2 No 3 Yes 4 OK
5 The London Transport Museum.

2 Grammar

Aim: to study the present perfect + *ever/never.*

- Students read the grammar box. Point out the position of *ever/never* in a sentence.

Teaching point: *ever* = at any time in your life; *never* = at no time in your life. *Ever* is used to ask questions with the present perfect.

- Students copy and complete the sentences with ever/never. Check answers.

Answers

1. *Lana has never been to London before.*
2. *Have Rawand and Lana ever been to Covent Garden underground station?*
3. *Lana has never been to Buckingham Palace before.*
4. *They've never been to the London Transport Museum.*
5. *Has Rawand ever been on the Tube before?*

Grammar Summary p102

3 Speak and Write

Aim: to talk and write about personal experiences using the present perfect + *ever/never*; to practise the difference between the present perfect and past simple.

- Students copy the Life Questionnaire into their notebooks and interview each other in small groups. They write down answers in their notebooks. Check and help if necessary.
- They write a paragraph about one student with as many details as possible. This could be done for homework. They swap texts and check each other's use of the present perfect and past simple.
- In small groups, they read out their texts (without naming the student) for others to guess who it is about.

Go to Activity Book Unit 6 Lesson 2 Activities 1–3

4 Listen and Write

Aim: to listen for general meaning and specific information.

- Before they listen, students look at the pictures on page 71.
- Play the CD once for students to number the pictures and text in the order they hear about them. Students compare their answers in pairs. Check answers.

Answers

1 C   2 D   3 A   4 B

- Play the CD again. Pause and replay if necessary. Students listen and choose the correct information from the chart. Check the answers.

CD script and answers   Track 60

Lana *What a great place. I've never been anywhere like this. It says in my book that the museum was a flower market before. And look at that old railway engine.*

Rawand *Engine No 23 from 1866 – it's over 130 years old!*

Lana *My guidebook says that the London Underground is the* ***oldest*** *in the world. It opened in* ***1863****. So this engine is nearly as old as the railway. What's that over there?*

Rawand *It's a little train with people on it.*

Lana *The sign says 'City and South London Railway,* ***1890****'. It's from the world's first electric underground railway.*

Rawand *Hey. Let's try this. It's a simulator.*

Lana *A what?*

Rawand *A simulator. You can practise driving a tube* ***train****. Come on!*

Lana *Look, we don't have enough time to play games. We want something about the Jubilee Line for the video.*

Rawand *You're right. Everyone knows it's the newest part of the Tube. It goes from Westminster to the Millennium Dome. But what else is interesting about it?*

Lana *Well, look at these photos. There are pictures of all the things they found when they built it. There are Roman houses and lots of old things.*

Rawand *Look at this* ***horse*** *– it's been under the ground for 2,500 years! They found it in Stratford.*

Lana *That's where Shakespeare came from. That's not in London.*

Rawand *No, but there's another Stratford in East London. It's the end of the Jubilee Line and that's where they found the horse.*

Lana *OK. Let's start filming our video here.*

Rawand *Oh, no! Look at the sign. No photographs or videos!*

5 VOCABULARY

Aim: to practise compound nouns (nouns that often go together); to revise transport vocabulary.

- Draw students' attention to the examples. Explain that these are called compound nouns.
- Students work in pairs and match the words from box A with as many words as possible from box B.
- Set a time limit. The pair with the most words wins.
- Check answers and drill pronunciation (the stress is on the first word in these compound nouns – *bus driver, railway line*).

Answers

bus: driver, station, stop, ticket, timetable
car: driver, engine, park
railway: engine, line, station
train: driver, station, ticket, timetable

6 PRONUNCIATION

Aim: to practise pronouncing words spelt with *gh*; to show students that *gh* is sometimes pronounced /f/ and sometimes not pronounced.

- Students copy the words. In pairs, they read the words aloud to each other and tick the ones they think have an /f/ sound.
- Ask round the class for the words with /f/. Play the CD to check answers.
- Play the CD again. Students listen and repeat.

Teaching point: Point out that the /f/ sound can be represented by *f, ph* (at the beginning/end of a word, e.g. *photograph*) or *gh* (only at the end).

CD script and answers   Track 61

*bought   enou****gh***   *lau****gh***   *neighbours*   ***ph****otogra****ph***
right   thought

7 WRITE

Aim: to revise present perfect + *ever/never.*

- Use the Life Questionnaire for ideas and the model sentence to guide the students. They should write about their own personal experiences. Remind them that they should give details about their experiences, e.g. *When? What happened?* Check and help if necessary. This activity could be done for homework.

Homework

- Students write about places they have been to. They should say when they went and who they went with, and give as many details as possible.

Go to Activity Book Unit 6 Lesson 2 Activities 4–6

6 Lesson 3 *Too many tourists …*

Grammar

too much/too many

More uncountable nouns – *noise/traffic*, etc.

General places in cities/specific places in London.

To start …

- In pairs, give students two minutes to note down all the famous places they can remember in London. One pair reads out their list and others add to it.

1 Read and Listen

Aim: to introduce *too much/too many*; to listen for details.

- Students look at the pictures on pages 72–73. Ask them if they know what the pictures are (*A a theatre B a football match C an actor D a shop*). Pre-teach musical (= *a stage play with songs*).
- Explain that they are going to listen to Carlos and Ela introducing their video *Too many tourists*. Ask students what they think the video is about. Play the first section of the CD (Ela and Carlos) while students read and check.
- Play the second section of the CD (Greg). Students listen to the descriptions and number the photos in the order they hear about them.

CD script **Track 62**

Narrator *The group are in their hotel and Ela and Carlos are introducing the video they have made.*

Ela *Hello, everyone. Our video is called 'Too many tourists?' and we hope you like it. The problem with one week in London is that everyone wants to see the same sights. So there are often too many tourists here and too many queues.*

Carlos *That's why we made a video showing some of the places we haven't all had time to go to. We want to thank Greg for helping us and it's his voice you can hear on the video. Please listen carefully and don't make too much noise.*

Greg *For fantastic shopping – or just looking – go to expensive Knightsbridge and visit Harrods. It's one of the world's great shops, and people say that you can buy anything at Harrods. It's a very busy shop – sometimes there are just too many people. Look and you may see film stars shopping there. You can buy jewellery for hundreds of thousands of pounds upstairs, or just a piece of cheese in the world-famous Food Hall. Whatever you buy, you can be sure of getting one of their famous green plastic bags.*

Tired of shopping? On a Saturday afternoon between August and May you can watch one of London's top football teams play at home. The only problem is getting in – too many people want tickets! People have played football in London for over 500 years and it is the city's most popular sport. Well-known teams include Arsenal, who play in red at Ashburton Grove, Chelsea, who play in blue at Stamford Bridge, and Tottenham Hotspur, who play in blue and white at White Hart Lane. You can't get a ticket? Don't worry. Some people think they cost too much money anyway. And you can always see the goals on TV in the evening, free!

Talking about the evening, how about a musical? London's West End is full of excellent theatres and many of them have musicals. Cats is one of London's most successful musicals and has been on since 1981. Other popular shows include The Phantom of the Opera, Les Misérables and Miss Saigon. All of these musicals started in London, but can now also be seen in cities around the world.

Answers

1 D 2 B 3 A 4 C

- Students listen again and choose the correct information from the questionnaire. Pause and repeat sections of the CD if necessary.
- Check answers. Ask students if they remember the exact words from the CD that helped them decide their answers.
- Ask further comprehension questions about the second part of the listening text, e.g. *Who might you see at Harrods? What colour are Harrods's famous bags? Are tickets expensive for a football match in London? When did Cats start?*
- Students find examples of *too much* and *too many* in preparation for the next activity.

Answers

Cats can be seen all over the world ('cities around the world') and is a very successful musical ('one of London's most successful musicals').
Harrods sells everything ('you can buy anything at Harrods') and is usually very crowded ('there are too many people').

Arsenal play in red and Chelsea play in blue ('Arsenal, who play in red at Ashburton Grove, Chelsea, who play in blue at Stamford Bridge').
Most of London's theatres are in the West End ('London's West End is full of excellent theatres').

Go to Activity Book Unit 6 Lesson 3 Activity 1

2 Grammar

Aim: to introduce *too much/too many*; to revise countable/uncountable nouns.

- Students read the grammar box.

Teaching point: *too much* is used with uncountable nouns, *too many* with countable nouns. These phrases have a negative meaning. The same is true of *too + adjective* (*too large, too hot, etc.*).

- Students complete the sentences individually or in pairs.
- Check answers.
- Students draw two columns labelled *too much/too many*. Dictate countable and uncountable nouns. Students write them in the correct column. Check answers.

Answers

1 *There are too <u>many</u> visitors in London.*
2 *Buses move slowly because there is too <u>much</u> traffic.*
3 *Ela doesn't like it when there are too <u>many</u> people.*
4 *There are too <u>many</u> cars on the road.*
5 *I think there's too <u>much</u> sport on TV.*

Grammar Summary p102

3 Speak

Aim: to practise using *too much/too many.*

- Students read the questions and prepare their answers.
- Call on a more confident student to read out a question and ask another student to answer.
- In pairs, students continue, taking it in turns to ask and answer the questions. Check and correct if necessary.

Suggested answers

1 *There's too much noise/traffic.*
2 *They are too expensive./They cost too much money.*
3 *He has bought too many presents.*
4 *She makes too many mistakes.*
5 *He's got too many channels.*
6 *They make too many TV programmes.*

Go to Activity Book Unit 6 Lesson 3 Activities 2 and 3

4 Pronunciation

- Write the words *much* and *shop* on the board. Say them clearly to the students. Emphasise the difference between /tʃ/ and /ʃ/.
- Play the first part of the CD, pausing after each word for students to repeat.
- Play the second part of the CD. Students write the words they hear. Check answers.

CD script and answers Track 63

much /tʃ/ *cheese choose chair watch*
shop /ʃ/ *she's shoes share wash*
she's choose chair wash

5 Speak

Aim: to practise describing places.

- Divide the class into small groups. One student describes a place and the others guess what it is. Demonstrate first yourself, describing a place you are all familiar with, e.g. the school.
- If your students live in the countryside they should choose the nearest town/city to talk about.
- Give students time to prepare their description.

6 Write

Aim: to give written practice of describing places.

- Set a time limit of 10 minutes. Students work individually. Encourage students to include *too + adjective/much/many* as much as possible. Use the model sentences for guidance. This activity could be done for homework.
- Students swap texts and check each other's work for spelling, punctuation and grammar.

Extra activity

- Students make a page in their notebook to list uncountable nouns, e.g. *noise, money, traffic* and important exceptions, e.g. *people*. Up to now most uncountable nouns they have learnt have been food and drink items – *milk, butter,* etc. They should add more, e.g. *noise, money, traffic.*

Go to Activity Book Unit 6 Lesson 3 Activities 4–6

6 Lesson 4 *Great places*

Vocabulary

Places – *resort, waterfall, statue,* etc. 'New' words in English – *internet, trainers,* etc.

READING

1 **Aim:** to read a text for details; to ask and answer questions about places.

- Ask students to look at the photos on page 74. Ask them to describe what they can see. Help students with necessary vocabulary.
- Students read and match the descriptions with the photos.
- Students read the chart. Ask them to copy and complete the chart following the example.
- Draw the chart on the board. Call on different students to read you their answers.
- In pairs, students ask and answer questions about the places in the text.
- Repeat with books closed.

Answers

Ben C   Pedro D   Rawand A   Greg B

Name	**Ben**	**Pedro**	**Rawand**	**Greg**
Country	*USA*	*Brazil*	*Kurdistan*	*Argentina/Brazil*
Place	*Statue of Liberty*	*Cristo Redentor*	*Shaqlawa*	*Iguazú Falls*
Date	*1885*	*1931*	*no date*	*First seen by European 1541*
Height	*46 m*	*30 m*	*966 m above sea level*	*70 m*
Getting there	*Ferry boat*	*Car, taxi or little passenger train*	*Car*	*Fly to Buenos Aires and take a bus from the airport*
Problems	*Too many visitors*	*When too many passengers it takes a very long time to get to the top*	*Climbing the mountain can be tiring. Hot in summer. Cold in winter.*	*Too many tourist buses. You can get wet!*

Go to Activity Book Unit 6 Lesson 4 Activities 1 and 2

SPEAKING

2 **Aim:** to ask and answer questions about places.

- In pairs, students use the questions in Activity 1 and ask each other about their favourite place. Students alternate asking and answering questions. Demonstrate first yourself with students asking you questions.
- Check and help if necessary.

WRITING

3 **Aim:** to write about a place.

- Individually or in pairs, students decide on a favourite place and note down as much information as possible.
- They then write a paragraph based on their notes. They could write this paragraph for homework.

To Help You Study

4 **Aim:** to encourage students to associate words with topics.

• Read out the rules. Demonstrate by asking students to write down all the vocabulary connected with *Clothes* they remember in one minute. Ask *How many words did you think of?*
• Students continue in pairs.

English Fact File

Aim: to think about English as a changing and developing language.

• Tell students that new words are always coming into English. *Internet, trainers, mobile phone, DVD player* are all examples of recent words. Ask students how many words they think there are in English: *10,000/100,000/at least 1,000,000/No one knows.*
• Students read the Fact File for the answer.

Homework
• Students write an advertisement for a holiday in one of the places described in the lesson.
• Students revise vocabulary from the four lessons in this unit.

Go to Activity Book Unit 6 Lesson 4 Activities 3 and 4

6 Review

1

• Students look at the photos on page 76 and read the text title. What places do they expect to read about? (*Places in London*)
• Students read the text. Check their general comprehension (*What is amazing about the IMAX Cinema?*, etc.) Answer any vocabulary questions.
• Students complete the text choosing the correct word for each space. This can be done in pairs or individually. Check answers by calling on different students in the class.

Answers

1 never 2 ever 3 been 4 have 5 most 6 many 7 enough 8 every 9 old 10 queue

2

• Students look at the example dialogue. In pairs, they take it in turns to ask and answer the questions. Demonstrate the first one with a more confident student. Check and correct students.
• Students write complete sentences in their notebooks, as in the example.

Answers

1 *Has Greg watched TV? No, he hasn't.*
2 *Has Jack made a video? No, he hasn't.*
3 *Has Lana taken lots of photos? Yes, she has.*
4 *Have Carlos and Ela seen a musical? No, they haven't.*
5 *Has Ben telephoned home? Yes, he has.*
6 *Have Kate and Paula had too much to do? Yes, they have.*

3

• Students look at the example dialogue. Point out the position of *ever* in the question.
• In pairs, students take turns to ask and answer the questions. Demonstrate the first one with a more confident student. Check and help if necessary.
• Students write sentences in their notebooks, as in the example.

Answers

1 *Has Sally ever made a video before? No, she hasn't.*
2 *Has Kate ever visited New York? Yes, she has.*
3 *Have Pedro and Ela ever been on TV? No, they haven't.*
4 *Has Lana ever met Zakaria? No, she hasn't.*
5 *Has Ben ever won a competition? Yes, he has.*

4

• Students copy the questions into their notebooks and write *much* or *many* in the gaps.
• Check answers and ask students to explain their choice of *much* or *many*.

Answers

1 many 2 much 3 much 4 many 5 many 6 much

5

• Students find the mistakes in each sentence and correct it. Do the first one together as an example. Check answers.

Answers

1 *She has <u>wanted</u> to talk to her parents all week.*
2 *Ben has <u>bought</u> lots of presents for his family.*
3 *Carol <u>has</u> recorded Rawand and Lana's visit to Buckingham Palace.*
4 *Pedro has <u>never</u> been to London before.*
5 *The tickets cost too <u>much</u> money.*

6

• Students reorder the sentences and write them in their notebooks. Do the first one as an example.
• Check answers.
• Fast finishers jumble other sentences from previous lessons to test each other.

Answers

1 *There are too many tourists.*
2 *She has never been to the USA.*
3 *Has Jack ever made a video before?*
4 *Have you ever won a competition?*
5 *I have never seen the Statue of Liberty.*

7

• In pairs, students choose one word in each group which is different from the others in some way. Do the first one together as an example.
• Check answers and ask students to explain their choice.

Answers

1 *friendly (all the others are negative adjectives)*
2 *bus (all the others are connected with video)*
3 *parks (all the others are animals)*
4 *driver (all the others are places)*
5 *model (all the others are connected with film)*
6 *waterfall (all the others are buildings)*

8

- In pairs, students test each other. One student says the infinitive and his/her partner must say the past participle.
- It can speed things up if you ask students to shout out verbs which you write on the board. Students then choose a verb from the list.

SONG

- Play the first verse of the song with the books shut.
- Play the CD again. Pause after each line for students to repeat.
- Play the verse again. Students sing with the CD.
- Students open the books and read the song.
- Play the whole song. Students sing along.

CD script Track 64

How long has it been?

How long has it been since we last sang a song?
It feels like it has been forever.
Too long it's been
You know what I mean
'Cos it's singing that keeps us together.

Don't say you're too busy to sing.
Don't say you've got too much to do.
So don't wait too long
To join in the song
'Cos I've written it specially for you.

How long has it been since we last sang a song?
It feels like it has been forever.
Too long it's been
You know what I mean
'Cos it's singing that keeps us together.

The past is the past and it's gone.
The future – who knows what it brings?
The present is perfect,
It's great, it's terrific
So come on, all join in and sing …

How long has it been since we last sang a song?
It feels like it has been forever.
Too long it's been
You know what I mean
'Cos it's singing that keeps us together.

Homework

- Students write a questionnaire to test each other's knowledge of their town/city. They use the questionnaire from page 72 of the Student's Book as a model.

Go to Activity Book Unit 6 Review

6 The English-Speaking World

Canada

To start

- Students keep the book closed. Ask: *How much do you know about Canada?* Write on the board: *Has two official languages – English and French. Is the second largest country in the world. 90% of Canadians live within 25km of the USA. Ottawa is the capital.* How many students answer that all of them are true?
- Students open their books and read the Fact File.

1

- Students look at the paragraph headings and read the text. In pairs students name the paragraphs.

Answers

1 *The people*
2 *Vancouver's attractions*
3 *What to do*
4 *The park*
5 *The weather*

2

- Students read the text again and complete the sentences.

Answers

1 *1,800,000*
2 *half an hour*
3 *five months a year*
4 *Vancouver Island*
5 *Science World*
6 *Stanley Park*
7 *November, December and January*

3

- In pairs or individually students do the exercise from memory.

Answers

1 *Ottawa is the capital of Canada.*
2 *A lot of people in the east, near Quebec, speak French.*
3 *Most Canadians live in the southern part of the country.*
4 *You can ski for less than half the year in the mountains.*
5 *Science World is in Vancouver.*
6 *There isn't a larger city centre 'wild' park in the USA.*
7 *You can see whales at Vancouver Island.*
8 *In winter Vancouver isn't very cold.*

Extra information

- Only 32 million people live in this enormous country. It is so big that it has six time zones. When it is 12 o'clock noon in the west of Canada it is 5 in the afternoon in the east!
- Although Canada is an independent country it is, like Australia, part of the Commonwealth, an association of 53 countries world-wide. Most of the countries of the Commonwealth have long-standing historical ties with Britain. Many of them were members of the old British Empire. The Queen of England is also the Queen of Canada (and Australia). Many Canadians (particularly the French-speaking population) are not happy with this political arrangement.
- In 1896 gold was discovered in the Yukon in the far north-west of the country. Thousands of prospectors (people looking for gold) rushed to the area and built a huge city of tents called Dawson.
- The original natives of Canada invented the game of lacrosse.

7 YTV MAGAZINE

Lesson 1 *You're going to feel ill!* Student's Book p80

Grammar
Going to for prediction; *Look at those clouds. It's going to rain.*
Revision of activities and jobs

Useful extras
- Sticky labels with the names of different jobs for 'To start' (these could be the same jobs revised in the 'To start' in Unit 7, Lesson 1 or Activity 5 from this lesson).
- Slips of paper with comprehension questions from Activity 1.

To start …
- Game: *Labels on back*. Write the names of jobs on sticky labels and stick them on the backs of students. Students circulate asking questions to find out which name is stuck on their backs. They can only ask questions which have a *yes/no* answer. With a less confident class you could write the jobs on the board in a random order to help the students.

1 LISTEN AND READ

Aim: to introduce *going to* for predictions; to listen and read for details.

- Students cover the text and look at the photo on page 80 and the lesson title. Ask: *Who do you think is behind the cake? What will happen if he eats all of it?* Listen and find out.
- Play the CD once. Students listen and read to see if they predicted correctly.
- Students read the questions.
- Play the CD again. Students answer.
- Check answers.
- Play the CD again. Pause so that students can repeat.
- In groups of three, students act the conversation.
- Students look at the text and find all examples of *going to* in preparation for the next activity.

CD script Track 65

Lana *Jack! What are you doing?*
Jack *I'm eating this chocolate cake. Kate gave it to us as a goodbye present.*
Lana *But she gave it to all of us. You're going to feel ill.*
Rawand *Lana, Jack! Are you coming to the park with us this evening?*
Lana *No, I don't think so. I watched the weather forecast and it's going to rain.*
Rawand *Rain? Of course it isn't! There's a lovely blue sky. It's going to be a lovely evening. What about you, Jack?*
Jack *OK, I think I'm going to be ill …*
Lana *I told you! What's happened to our cake??*

Answers
1 Yes 2 No 3 No 4 Because he was feeling ill.
4 Yes

2 GRAMMAR

Aim: to introduce *going to* for predictions.

Teaching point: Students already know the form of *going to* and they have learnt that we use it when we are talking about plans. We also use it when we predict things on present evidence, e.g. The sky goes very dark and we say *It's going to rain.*
- Students read the grammar box.
- Students complete the exercise individually.
- Call on different students to read their answers to the class.

Answers
1 *Jack is going to feel ill.*
2 *Is it going to be a nice evening?*
3 *Is Jack going to walk to the park?*
4 *Lana thinks it is going to rain.*

Grammar Summary p102

3 Speak

Aim: to practise *going to* for predictions based on what the students can see.

- Read out the example sentence about Pedro. Students continue in pairs, taking it in turns to match activities with the characters. Do the first one together as an example. Check and help if necessary.
- Check answers.

Answers

Carlos is going to play tennis. I know because he's wearing tennis clothes and holding a racket.
Greg is going to go cycling. I know because he's wearing cycling clothes.
Ela is going to take photographs. I know because she's got a camera.
Ben is going to go sightseeing. I know because he's holding a map and a guidebook.
Kate is going to go to work. I know because she's holding a briefcase.
Paula is going to play volleyball. I know because she's holding a volleyball and she's wearing sports clothes.

Go to Activity Book Unit 7 Lesson 1 Activities 1–3

4 Listen and Speak

Aim: to listen for details; to practise *going to* for predictions based on spoken evidence.

- Students read the phrases before they listen.
- Play the first line of the CD and do the activity together as a class.
- Play the CD once through. Students note down their answers and compare in pairs.
- Play the CD again, pausing to check answers calling on different students around the class.

CD script Track 66

1	***Teacher***	*OK. Are you all ready? Open your books at page …*
2	***Director***	*Quiet everyone! Action!*
3	***Kate***	*The food is over there so please help yourselves.*
4	***DJ***	*Thank you very much everyone, and goodnight.*
5	***Jack***	*Look at those black clouds!*
6	***Sally***	*Oh! It's cold!*
7	***Greg***	*That smells great!*
8	***Kate***	*Come on, everyone. It's time to go!*

Answers

1 *The lesson is going to begin.*
2 *They are going to start recording.*
3 *They are going to have lunch.*
4 *The music is going to stop.*
5 *It is going to rain.*
6 *She is going to go swimming.*
7 *He is going to have coffee.*
8 *They are going to leave.*

5 Vocabulary

Aim: to revise *jobs, hobbies* and *interests.*

- Students match jobs to hobbies and interests. Set a time limit.
- Check answers. Students then write predictions based on the model sentence.

Answers

1 Ben – pilot	*5 Ela – journalist*
2 Lana – tourist guide	*6 Pedro – TV producer*
3 Jack – computer expert	*7 Carlos – musician*
4 Sally – doctor	*8 Carol – actor*

Go to Activity Book Unit 7 Lesson 1 Activity 4

6 Write

Aim: to practise *going to.*

- Students use the ideas from the lesson to write five sentences about other students in the class. They could do this for homework.
- In pairs, students swap texts and correct each other's grammar, spelling and punctuation. They write whether they agree or not with their partner's predictions.

Go to Activity Book Unit 7 Lesson 1 Activities 5–7

Lesson 2 *We must respect our countryside.* Student's Book p82

Grammar
Must/mustn't
Environment; rules; compound nouns

To start ...

• Teach *rubbish/recycle*. Students interview each other about what they do with their rubbish. Write prompts on the board, e.g. *Recycle paper? Recycle other things? What happens/rubbish? What in/typical rubbish bin/your house?*
• Ask if any students have been to Zaweta. Do they remember it is a clean/dirty tidy/untidy place?

1 Read

Aim: to listen and read for details; to introduce *must/mustn't*.

• Tell students they are going to read a magazine article about a project to clean up Zaweta.
• Encourage students to read the article in five parts. Ask if students have any problems understanding.
• Students read the sentences.
• Students read the text and correct the false sentences. They find key sentences which helped them decide and compare their answers in pairs.
• Check answers by asking different pairs around the class.

Answers

1 *True.*
2 *False. Visitors left litter and rubbish.*
3 *True.*
4 *False. Days 1 and 2 took place in the school, while Day 3 was a trip to Zaweta.*
5 *False. You must always take your litter away with you.*
6 *False. You must leave Zaweta clean for other users.*

Extra activities

• Early finishers look back through the text and find sentences with *must/mustn't* in preparation for the next activity.
• More confident students write more true/false sentences to check detailed comprehension of the text.

Go to Activity Book Unit 7 Lesson 2 Activity 1

2 Grammar

Aim: to introduce *must/mustn't*.

• Draw students' attention to the grammar box, and refer them to the Grammar Summary for information about the form and meaning of *must/mustn't*. Explain that *must* is pronounced /məst/ in affirmative sentences and questions (unless it is given particular emphasis) and /mʌst/ if it is the first word of a question (*Must you go?*); *mustn't* is pronounced /mʌsənt/.
• Individually, students complete the exercise. Do the first one together as an example.
• Check answers.

Answers

1 *Visitors must take responsibility for their own litter.*
2 *We mustn't leave litter on trains or buses.*
3 *Who must take their litter home with them?*
4 *What mustn't people leave at tourist sites?*

Extra activities

• With a more confident class, do the exercise first and elicit a grammar explanation for *must/mustn't* from the students.
• Students answer questions 3 and 4 and write one more question with *must/mustn't*.

Grammar Summary p103

3 Speak and Write

Aim: to give spoken and written practice using *must/mustn't*.

• Focus students' attention on the signs on page 83 and the model dialogue. Ask two more confident students to read it aloud.
• In pairs, students take it in turns to ask and answer questions about the signs. Check and correct if necessary.
• In pairs, students write sentences using *must/mustn't* in their notebooks.

Answers

You mustn't use a video camera.
You mustn't take photographs.
You must be quiet./You mustn't talk.
You mustn't go in here.
You mustn't eat in the studio.
Visitors must go out this way.
You mustn't touch the equipment.

Extra activities

• Ask students where else they may see the same signs from Activity 3.

• In pairs, student A closes his/her book. Student B sees if student A can remember the rules in the studio, e.g. *Can we speak?*

4 SPEAK

Aim: to consolidate grammar with spoken practice.

• In pairs, students take it in turns to tell each other the rules for visitors at the YTV studio. Look at the model sentences and do the first one together.

Answers

You must …
do what the director tells you.
stay with your group.
arrive and leave on time.
be quiet during filming.
clap when the 'Clap' sign is on.

You mustn't …
use mobile phones.
smoke.
leave litter in the studio.
ask the actors for autographs.
take flash photographs.

Extra activities

• Students compare the notes with their classroom rules.
• One student closes his/her book and tries to remember as much about the notes as possible. His/Her partner listens and helps. Students swap roles.

Go to Activity Book Unit 7 Lesson 2 Activities 2 and 3

5 VOCABULARY

Aim: to focus on compound nouns.

• In pairs, students make a list of compound nouns combining words from boxes A and B and write them in their notebooks.
• Students look back through the lesson and find all the compound nouns from this exercise that appear in the lesson.

Answers

chocolate wrapper
flying saucer
ice cream
mobile phone
paint can
rubbish bag
school bus
video camera
water bottle

Extra activity

• In small groups, students think of more compound nouns they know. The first group to think of six more compound nouns wins. You could set a time limit and do this as a competition.

6 WRITE AND SPEAK

Aim: to consolidate grammar with written and spoken practice.

• Brainstorm different places in your town and write them on the board.
• In pairs, students write rules for each place, referring to Activities 3 and 4 for ideas.
• Swap pairs. They compare their lists and add new ideas to their notes.
• Elicit feedback and write the rules on the board.

Extra activities

• Students read out their rules and other students guess which place they are talking about. Set a time limit. The group with the most ideas wins.
• Give students two minutes to make as many words as they can out of ENVIRONMENT.
• Brainstorm different ways of dealing with rubbish, e.g. *bottle banks, recycling, ecological packaging*. Students imagine they live in a society where you must be ecological by law. They write rules for this society.
• Game: *Stand up, sit down*. Students stand up. Each student is given two lives. The first student is told the first half of a compound noun. He/She must give a correct second half. If they are incorrect they lose a life and the next student is asked. If they are correct, they have control of the game and they nominate the next student to be asked. They continue nominating until another student has control of the game. When a student loses both lives he/she has to sit down. The last student standing is the winner.

Homework

• Students write about the different ways rubbish is dealt with in their town.
• Students write about a terrible visitor who broke all the rules in the Royal Hotel or YTV studio. They describe in detail what the visitor did and what happened.

Go to Activity Book Unit 7 Lesson 2 Activities 4 and 5

7 Lesson 3 *Quiz*

Student's Book p84

Grammar
Revision of tenses
Descriptions of places

Useful extras
Five sweets.

1 Read and Write

Aim: to revise tenses; to remind students of places in London.

- Students look at the quiz on page 84. They look at the photos and try to remember the names of the places and some information about each one.
- In pairs, students do the quiz looking back in their books if necessary. Set a time limit of 10 minutes.
- Students check their answers.
- They write full sentences in answer to each question.
- In pairs, students take it in turns to read out their descriptions without saying the name of the place. Their partner must guess what place they are describing.
- Students find examples of different tenses and classify them in preparation for the next activity.

Answers

1 c 2 b 3 a 4 b 5 a 6 c 7 b 8 a 9 c 10 c

Go to Activity Book Unit 7 Lesson 3 Activity 1

2 Grammar

Aim: to revise tenses.

- Draw students' attention to the grammar box. Point out the different tenses introduced during the course. Ask students to explain when and why we use each tense. This could be done in pairs as a written exercise.
- Students complete the sentences. Students could do this individually or in pairs.
- Ask different students around the class to answer.
- Students now write complete sentences: *Kate works at YTV. Rawand and Lana don't come from Italy. The group are enjoying their holiday in London,* etc.

Answers

1 *Where does Kate work? She works at YTV.*
2 *Do Rawand and Lana come from Italy? No, they don't.*
3 *Are the group enjoying their holiday in London? Yes, they are.*
4 *Who is/was helping Paula and Kate with the group? Greg is/was.*
5 *When was Shakespeare born? In 1564.*
6 *When did the present St Paul's Cathedral open? In 1710.*
7 *What are/were Ben and Jack doing at the cinema? They are/were watching a film.*
8 *Have all the group had a great time in London? Yes, they have.*

Grammar Summary pages 98–102

Go to Activity Book Unit 7 Lesson 3 Activities 2 and 3

3 Pronunciation

Aim: to practise word stress.

- In pairs, students read the words to each other and guess the stressed words in each place name.
- Play the CD once, pausing for students to repeat after each place name. Students mark the stress.
- Play the CD again.
- Ask *Which word is not stressed?* (*street*).

CD script and answers Track 67

Covent Garden Hyde Park James Street
Trafalgar Square Notting Hill Oxford Street
The word street is not stressed.

4 Speak and Write

Aim: to describe actions using different tenses.

- Students look at the photos and the model sentence.
- In pairs, they take it in turns to identify the places and describe the actions to each other. Do the first one together as an example.
- Elicit feedback.
- In pairs, students read their sentences out to each other. Their partner points to the photo that corresponds with the description.
- You could do this exercise as a team game. Give one point for a grammatically correct description of the group's actions and another point for saying the correct place.

Answers

They were in Covent Garden. Greg was showing Carlos something on the map, and Lana was putting a new film in her camera and Rawand was helping her. Jack and Sally were watching the musician.
Carol and Ela were at the Notting Hill carnival. They were dancing.

They were at the YTV studio. Kate was talking to them. Rawand and Lana were looking at a map of the London Underground. Lana was pointing at Covent Garden station.

5 WRITE AND SPEAK

Aim: to use different tenses; to revise prepositions of place.

• Set a time limit of five minutes. Students work individually. They should look back through the book for ideas and look at the example description. This could be done for homework.
• Students read out their descriptions for others to guess.
• Students swap texts and check each other's work for spelling, punctuation and grammar.

Extra activities
• Game: *Hot/Warm/Cold*. Play this game to practise prepositions of place. Hide five sweets in the class. The students ask you where they are hidden, e.g. Students: *Is it next to the door? Is it near me?* Teacher: *Cold*. Students keep guessing getting nearer and nearer to the sweets as teacher says *warm* then *hot*. The students who guess where the sweets are hidden get to eat them.
• Game: *Connect four.* Draw the following grid on the board. Divide the class into four teams and give each team a symbol, e.g. X, 0, etc. Team 1 chooses a square and makes a correct sentence using that tense. (If students choose a square with a + sign they make an positive sentence, with a – they make a negative sentence, with a ? they make a question.) If they answer correctly, write their symbol in the appropriate square. If they say it incorrectly, Team 2 can correct the sentence and win the square. The first team to connect four squares in any direction wins the game.

Present *simple ?*	***Past*** *simple +*	***Any tense*** *you like*	***Present*** *perfect -*
Past *simple -*	***Present*** *continuous +*	***Present*** *simple +*	***Present*** *continuous +*
Past *continuous ?*	***Past*** *simple ?*	***Present*** *perfect +*	***Present*** *continuous +*
Present *perfect ?*	***Any tense*** *you like*	***Past*** *continuous -*	***Present*** *simple -*

• If your class is too large for this game it is possible to divide it into two or three groups. Explain the rules to the whole class and demonstrate with an example. Then sub-divide each large group into four teams. In this case the students will have to decide which sentences are correct or incorrect. They should only turn to you if in doubt.

Homework
• Students write three quiz questions about places in London similar to Activity 1 and test others in the class.

Go to Activity Book Unit 7 Lesson 3 Activity 4

7 Lesson 4 *Animals in danger*

Vocabulary

Animals – *panda/rhino/jaguar*

READING

1 **Aim:** to match definitions with words from the text.

- Students read the text and find words that are new to them.
- In pairs, students match the definitions with words from the text. Do the first one together as an example. Show them how to work out the meaning of a word from context. Ask: *Why are many animals in danger? (Because people are harming them./Because people and animals cannot live together.* Tell students to read the first paragraph *Recently…* and to look for a word which might mean that we put animals in danger/we want to harm them. Answer – *threaten.* If students find this difficult at first, you can help them by telling them in which paragraph the word appears.
- Check answers.

Answers

2 species 3 farm 4 skin 5 Africa/grass/herds/ calf/(about) four years/horns/protect

Extra activity

- Read out the section in the text that gives facts about rhinos. Change the information, e.g. *Rhinos are small.* Students shout *Stop!* when they hear incorrect information and correct it. Students could continue this game in pairs.

2 **Aim:** to ask and answer questions about endangered animals.

- Students copy the questions into their notebooks.
- Students close their Students' Books. In pairs, they take it in turns to ask and answer each other's questions about the rhino, remembering what they can from the text. Check and help if necessary.
- With a less confident class, students write their answers using their Student's Books. In pairs, one student closes his/her book and the other asks him/her questions about the rhino. They then swap.

Answers

Where do they live?	*In Africa.*
How do they live?	*In small herds – groups of five to ten. They eat grass.*
What about young ones?	*They are called calves. They live with their mother for about four years.*
How big are they?	*They are 160–185 cm tall and 370–405 cm long. They weight up to 2,722 kilos.*
Is there anything unusual about them?	*They can turn their ears in any direction.*
Why are they in danger?	*Poachers kill them for their horns.*
What must we do?	*Protect rhinos.*

Go to Activity Book Unit 7 Lesson 4 Activities 1 and 2

LISTENING

3 **Aim:** to listen for details.

- Ask students what they know about jaguars before they listen.
- Now they look at the questions in their notebooks.
- Play the CD. Students listen and make notes next to the questions in their notebooks. They compare in pairs.
- Play the CD again, pausing to check the answers to each question.

CD script Track 68

Paula	*Where do jaguars live?*
Expert	*They live in the rainforests of Central and South America.*
Paula	*How do they live?*
Expert	*Jaguars eat everything they can catch – from monkeys to snakes! Jaguars are the largest cats in North and South America, but unlike most cats, they love water! They live alone and travel a long way when they are hunting.*
Paula	*What about young ones?*
Expert	*Baby jaguars are called cubs, and they stay with their mother for a year.*
Paula	*How big are they?*
Expert	*Jaguars are between 69 and 76 cm tall and 178 to 254 cm long – with their tail! They weigh between 54 and 136 kilos.*
Paula	*Is there anything unusual about them?*
Expert	*A jaguar's roar sounds like a loud cough!*
Paula	*And why are they in danger?*

Expert	*There are two reasons why they are threatened. The first is because we are cutting down the rainforest, so jaguars have nowhere to live. The second is because in the past people killed jaguars for their beautiful fur, which they used to make fur coats.*
Paula	*What can we do to save jaguars?*
Expert	*We can save jaguars by leaving them space to live in, and by not wearing jaguar fur coats.*

SPEAKING

4 **Aim:** to talk about endangered animals; to practise fluency.

- Students use their notes to ask and answer questions about jaguars. Check and help if necessary. The emphasis in this exercise is on fluency rather than absolute correctness. Do not correct students if their partners understand them.
- Students read the notes on pandas and ask and answer questions about this species.
- In pairs, one student reads about pandas and the other about jaguars. Give them a time limit. They then test each other on what they remember.
- Students write true/false sentences about pandas and jaguars and test each other.

WRITING

5 **Aim:** to write about endangered animals.

- Students choose an animal and write a paragraph based on their notes. This could be done for homework.
- Students swap texts and correct each other's grammar, spelling and punctuation.

TO HELP YOU STUDY

6 **Aim:** to encourage students to revise their vocabulary.

- Students look at the example sentence and write as many sentences as they can to test the vocabulary they have learnt. Give them a time limit of ten minutes.

ENGLISH FACT FILE

Aim: to encourage students to think about languages in danger of disappearing.

- Students read the Fact File about endangered languages.
- Read the Fact File aloud as students read. Change the information, e.g. *In 1916 there were 6,000 languages in the world*. Students shout *Stop!* when they hear incorrect information and correct it. Students could continue this game in pairs.
- Ask students to discuss in groups of three or four ways of keeping a language (e.g. Kurdish) alive. For example *Always speaking it at home/ Always speaking it when you go shopping/Publishing books, poetry and newspapers/Teaching it to other people.*

Homework

- Remind students that they are now nearly at the end of the course. Ask them to look back at the grammar and vocabulary from lessons they have studied and complete this progress chart.

✓ *I know this* ? *I'm not sure* ✗ *I don't know this*

Go to Activity Book Unit 7 Lesson 4 Activities 3 and 4

7 Review

To start ...

• Ask *What's the weather like today? What do you think the weather is like in England/ Antarctica?* Write the weather words on the board, e.g. *It's sunny./It's snowing.* Ask which words are verbs (*raining, snowing,* etc.) and which words are adjectives (*sunny, cloudy,* etc.).

1

• Pre-teach some of the words from the text, e.g. *forecast, rainbow.*
• Students read the title of the text. Ask them what they think the text is about.
Give students time to read the text. Check their general comprehension and any vocabulary queries.
• Students complete the text choosing the appropriate word for each space. This can be done in pairs or individually. Students show different students/pairs their answers to correct. Check answers by calling on different students in the group.

Answers

1 from	*6 tomorrow*	*11 increase*
2 through	*7 million*	*12 for*
3 will	*8 ice*	*13 highest*
4 must	*9 too*	*14 lightning*
5 of	*10 hot*	*15 strongest*

Extra activity

• Read the last paragraph of *Amazing Weather Facts* aloud. Change the information, e.g. *it lasted for thirteen hours.* Students shout *Stop!* when they hear incorrect information and correct it. Students could continue this game in pairs.

2

• Students look at the pictures and read the example sentence. Do the first one together. Check and correct students.
• Check answers by calling on different students in the class.

Suggested answers

1 She's going to take a photo.
2 She's going to see a film.
3 He's going to eat a pizza.
4 He's going to drink a cup of coffee.
5 He's going to use his computer.
6 She's going to go to an aerobics class/do aerobics.
7 He's going to write a postcard.
8 She's going to make a phone call/phone someone.

Extra activity

• Students test each other in pairs. Student A closes his/her book and student B acts out the sentence for student A to guess.

3

• Students match the two sentence halves with the correct conjunction. Check and help if necessary.
• Students write full sentences in their notebooks.

Answers

1 d 2 c 3 e 4 b 5 a

4

• Students complete the dialogue with the correct verb form.
• Check answers.
• Students repeat the dialogue after you and then practise it in pairs.

Answers

1 Have/had	*5 Did/enjoy*
2 's been/has been	*6 Did/see*
3 Have/done	*8 weren't*
4 've seen/have seen	*9 was*
5 walked	*10 have/visited*

5

• Students find the error in each sentence and correct it. Do the first one together as an example.
• Check answers.
• Students write similar sentences for others to correct.

Answers

*1 **I'm going to buy** a present.*
*2 Are you **going to leave** soon?*
*3 You **mustn't wear** fur coats.*
*4 They **must protect** the rhino.*
*5 I **haven't been** to New York.*

6

• Students reorder the sentences and write them in their notebooks. Do the first one together as an example.
• Check answers.

Answers

1 *Are they going to go home?*
2 *Am I going to see you again?*
3 *People mustn't leave so much litter.*
4 *Where do you see lots of pigeons?*
5 *Have you ever seen a popular programme about London?*

Extra activity

• Game: *Race to reorder sentences.* Divide the class into groups. For each group, nominate one person as the mover. The movers come to you at the front of the class and you give them a jumbled sentence written on a slip of paper (each group gets the same sentence). They run back to their group and race to reorder the sentence. When they think that they have finished they come to the front again and show you the rewritten sentence. If it's correct, you give them the next one. If not, they go back and do it again. The winning group is the group that successfully rearranges all the sentences first. You could use sentences from Activity 6 of this Review.

7

• In pairs, students choose one word in each group which is different from the others in some way. Do the first one together as an example.
• Check answers and ask students to explain their choice.

Answers

1 *cinema (all the others are jobs)*
2 *theatre (all the others are jobs)*
3 *food (all the others are forms of packaging)*
4 *litter (all the others are geographical features)*
5 *museum (all the others are connected to the film/TV/theatre)*
6 *awful (all the others are adjectives with a positive meaning)*

8

• In pairs, students test each other. One student says an adjective and his/her partner must say the opposite word.

Homework

• Students bring their vocabulary notebooks up to date. They make a new word map (*Weather*) and include and add to the weather words from the lesson.
• Students look at the weather map in a newspaper. They write a few sentences predicting the weather tomorrow in different regions of Kurdistan, using *going to*.

Go to Activity Book Unit 7 Review

7 THE ENGLISH-SPEAKING WORLD

Come to Kurdistan

You may like to read the **Extra notes** below before you start using the material in this lesson.

1

Aim
This exercise should be seen as a revision of compass points rather than a strictly geographical test.

Answers

1 Dohuk is in the <u>north-west</u> of Kurdistan.
2 Silemani is in the <u>south-east</u>.
3 Erbil is in the <u>centre</u>.
4 Iran is to the <u>east</u> of Kurdistan.

2

• Students read the text. In pairs or individually they name the places.

Answers

1-3 Erbil
4-6 Dohuk
7-8 Sulemani
9 Gali Ali Beg

3

• Students match the words in the two columns. The suggested answers (below) may not be the only ones. Let students suggest other possibilities (e.g. welcoming city – but maybe not welcoming minaret) and justify them.

Suggested Answers

*The answers in **bold** are the adjectives/nouns in the text. The others are also possible.*

1 dramatic	*D E*
2 interesting	*A C*
3 famous for	*F A D E*
4 spectacular	*E D*
5 welcoming	*B*
6 oldest	*C*

Extra notes

• Students may wonder why Kurdistan is included in the English-speaking world section. This could be a useful area for discussion. Remind them that There are many people in so-called English-speaking countries that do not speak English as their first language – some of the Welsh, Scots and Irish in The British Isles, the Hispanics in the USA, the French speakers in Canada etc.

Mention that countries like India, where there are many different native languages, use English as the common language. Thus the various peoples of the sub-continent can understand each other.

• Such a discussion could well lead to consideration of whether the gradual spread of English as an international language is a good or a bad thing. One obvious advantage is that a Kurdish person who speaks English can not only communicate with people from the English-speaking world but from other countries where English is spoken as a second language. The winners of the YTV competition are a good example of this. Point out how Rawand and Lana act as ambassadors for their country, explaining much of its geography, culture etc. to the others. In other words, a knowledge of English may help the students to spread Kurdish culture to people from other countries.

On a personal note you might point out that those of us concerned with the production of Sunrise – writers, editors etc. – have all benefited by gaining a deeper insight into Kurdistan and its people.

On the other hand does the spread of English threaten the existence of 'smaller' languages such as Kurdish, Swedish, etc.?

Grammar

Let's for suggestions; revision of tenses.

Aim: to end the course on a positive note.

Listen and Read

1 **Aim:** to introduce *Let's…*

- Students read the sentences. In pairs, they guess the correct choices.
- Play the CD. Ask students if they guessed correctly.
- Play the CD again for them to check.
- Play the CD again. Students repeat. In groups of four, they act out the conversation.
- In pairs, students write a YTV quiz of five questions about Kurdistan. They should make it as difficult as possible and test other students. Alternatively, they could individually get their parents to help them for homework and then choose the best five questions in pairs in class.

CD script **Track 69**

Rawand *It's a lovely evening, isn't it?*
Carol *I know … and you said it's going to rain, didn't you Lana?*
Lana *Hmm … Well, let's wait and see!*
Rawand *It's been great here in London, hasn't it?*
Lana *Yes, I've really enjoyed myself. I'm going to be so sad to leave you all.*
Carol *Well, maybe we'll meet again. Hey, did Greg tell you? YTV are having another competition next year.*
Rawand *Are they?*
Carol *Yes … and the prize will be to visit Harem TV in Kurdistan.*
Lana *Oh … That's fantastic! Maybe Rawand and I could do Greg's job … You know, show everyone round!*
Rawand *Sounds good to me. How do we enter the competition?*
Carol *Greg's got the forms. Ask him later.*
Lana *Let's all go in for it … oh, look out, here comes Jack.*
Rawand *Hi, Jack! How are you feeling? Have you recovered from your chocolate cake?*
Jack *Yes … I think so. I just need some fresh air …*
(rumble of thunder)
Carol *Oh, no! It's going to rain!*
Lana *I told you!*
Rawand *Come on everybody … Let's run back to the hotel.*

Answers

1 Lana 2 is 3 Kurdistan 4 better 5 rained

Grammar

2 **Aim:** to teach *Let's…*

Teaching point: we use *Let's…* when we want to make a suggestion.

- Students read the grammar box and do the exercise.

Answers

2 Let's go to the park!
3 Let's go in for the YTV competition.
4 Let's watch that documentary on television.
5 Let's have something to eat soon.

Song

3 **Aim:** to practise *Let's…*, future *will* and present perfect.

- Play the first verse of the song with the books shut.
- Play again. Pause after each line for students to repeat.
- Play the verse again. Students sing with the CD.
- Students open their books and read the song.
- Play the whole song. Students sing along.

CD script **Track 70**

Song for Sunrise

Let's all sing the song once in the Sunrise
Once again we'll sing it at sunset.
Let's sing the song all together,
Let's sing that we're glad that we have met.

Goodbye's not a word we need to use much,
A year's gone, another is to be.
We'll meet again, next year another Sunrise,
Our future's just as bright as we can see.

Sunrise is as hopeful as our future,
Sunset is a goodbye to a day.
But ev'ry time the sun goes down
Our dreams come running round and round
To bring us back our future, yes, we say,
To bring us back our future, yes, we say …

Let's all sing the song once in the Sunrise
Once again we'll sing it at sunset.
Let's sing the song all together,
Let's sing that we're glad that we have met.

Let's all sing the song once in the Sunrise
Once again we'll sing it at sunset.
Let's sing the song all together,
Let's sing that we're glad that we have met.

Go to Activity Book Farewell Unit

Welcome Unit

2 His name is Ben and he's from the USA. He lives in New York.
3 Her name is Ela and she's from Poland. She lives in Warsaw.
4 His name is Rawand and he's from Kurdistan. He lives in Erbil.
5 Her name is Sally and she's from Australia. She lives in Melbourne.
6 Their names are Jack and Carol and they're from Britain. Jack lives in Edinburgh and Carol lives in York.
7 His name is Pedro and he's from Brazil. He lives in São Paulo.

Unit 1 Lesson 1

1
1 Arnie sometimes goes sightseeing.
2 He often phones home.
3 He usually writes postcards.
4 He never goes shopping.
5 He always plays computer games.
6 Astrid always goes sightseeing.
7 She sometimes phones home.
8 She often writes postcards.
9 She usually goes shopping.
10 She never plays computer games.

2
2 We usually go to Scotland.
3 We always go in August.
4 We usually stay in a hotel….
5 …but sometimes we go camping in the mountains.
6 It's always fun and we never get bored.

3
1 It is always warm in Florida.
2 It often rains in the summer in Florida.
3 Lions usually sleep in the day.
4 Do you always do your homework?
5 It is never too late to learn.

4 Students' own answers.

5
1 Plymouth is in the south-west of England.
2 Edinburgh is in the south-east of Scotland.
3 Bristol is in the south-west of England.
4 Brighton is in the south of England.
5 London is in the south-east of England.
6 Birmingham is in the centre of England.
7 Manchester is in the north-west of England.
8 Newcastle is in the north-east of England.
9 Cardiff is in the south-east of Wales.
10 Belfast is in the west of Northern Ireland.
11 Aberdeen is in the (north-)west of Scotland.

6
1 south 2 now 3 month
4 bigger 5 riding 6 tourist

Unit 1 Lesson 2

1
1 C 2 D 3 A 4 B
5 F 6 E

2 Why are you wearing a coat?
Because I'm cold.
3 Why are you laughing?
Because I'm happy.
4 Why is he unhappy?
Because he failed his exam.
5 Why is it quiet in the house?
Because everyone's asleep.
6 Why is your mother in bed?
Because she's not feeling very well.

2
2 Why is Rawand helping Lana with her camera?
3 Why does Carol say 'Ow!'?
4 Why is the man standing behind the girl in the red hat?
5 Why is he putting his hand in her bag?

B3 Carol says 'Ow!' because Ben's standing on her foot.
C5 The man's standing behind the girl in the red hat because he's putting his hand in her bag.
D2 Rawand's helping Lana with her camera because she wants to put in a new film.
E4 He's putting his hand in her bag because he's taking her purse.

3
2 Jack isn't sitting next to Sally. He's standing next to Sally.
3 Ela and Carlos are looking at the map. They aren't reading a magazine.
4 The girl in the red hat is listening to the musician. She isn't watching the tall man.
5 Lana and Rawand aren't taking photos. They're changing the film.

4
1 the 2 a 3 – 4 a 5 the
6 – 7 the 8 – 9 an 10 –

5
1 ride 2 foot 3 hand 4 feel
5 break 6 York 7 knows 8 play

6
2 listen to music 3 look at a map
4 play the guitar 5 talk about someone
6 wear a hat

7
1 ba**d**ge behin**d** stan**d**
2 put**t**ing visi**t** sigh**t**seeing
3 happ**e**n guid**e** purs**e**
4 ever**y**one pla**y**ing wa**y**

Unit 1 Lesson 3

1

1	First	2	show	3	picture	4	Then
5	make	6	record	7	mouths	8	Finally
9	time	10	years				

2

2 He can't get on the bus because it is too full.
3 He can't buy the car because it is too expensive.
4 He can't eat the food because it is too hot.
5 He can't do the puzzle because it is too difficult.

3

1 Who's 2 Whose 3 Who's 4 Who's 5 Whose

4

1 is 2 's 3 is 4 is 5 is 6 's

5

2 coffee break
3 film director
4 notebook
5 pickpocket
6 scriptwriter
7 sunglasses

Unit 1 Lesson 4

1

1 j 2 f 3 a 4 c 5 h 6 b 7 e 8 i 9 d 10 g

2

Model answer

His favourite clothes are his black leather jacket and his Brazilian football shirt. His favourite colours are green, blue and yellow, and his favourite word is 'marmalade'! People who break their promises make him angry and when Brazil wins football matches it makes him happy.

He speaks Portuguese, Spanish, French and English. He likes London because he's meeting some great new people. He tries to write in his diary every day, and he is reading *The Mask of Zorro* at the moment.

3 Students' own answers.

4

1 chat 2 purse 3 joke 4 scarf 5 musician

5

[1]P	I	[2]C	K	[3]P	O	[4]C	K	E	[5]T	S
R		H		L		O			H	
O		A		A		[6]L	[7]O	V	E	[8]S
[9]D	I	R	E	C	T	O	R		[10]I	T
U		G		E		U		[11]A	R	E
[12]C	H	E	[13]S	S		R			[14]S	A
E			I		[15]U	S	E	[16]S		L
R		[17]O	N		S			E		S
[18]S	U	N	G	L	A	S	S	E	S	

Unit 1 Review

1

1	misses	2	never	3	always	4	Why
5	Because	6	is stealing	7	First/then	8	hers
9	wears	10	Nothing				

2

1	badge	2	run	3	sister	4	pocket
5	stand	6	bag				

3

2 director 3 dangerous 4 actors 5 surprising

4

1 Carol doesn't like pigeons at all.
2 This jacket isn't mine.
3 The man is standing behind the girl.
4 What does the director do?
5 What are your favourite clothes?

5

1 B 2 A 3 C 4 D 5 A 6 D 7 B 8 B 9 C 10 A
11 C 12 D 13 B 14 A 15 D

Unit 2 Lesson 1

1

1 days	2 costumes	3 children	4 flowers	5 winter
6 night	7 bands	8 parties	9 parades	10 dance

2

1 longer	2 better	3 more traditional
4 colder	5 noisier	6 stranger

3

2 Rio is warmer than London.
3 Carol is noisier than Sally.
4 Taxis are more expensive than buses.
5 Driving is more dangerous than flying.
7 London is colder than Rio.
8 Sally is quieter than Carol.
9 Buses are cheaper than taxis.
10 Flying is safer than driving.

4

colourful: more colourful, most colourful
dry: drier, driest
expensive: more expensive, most expensive
nice: nicer, nicest
old: older, oldest
popular: more popular, most popular
successful: more successful, most successful
warm: warmer, warmest
wet: wetter, wettest

5

Suggested answers

Erbil is smaller than Rio, but Rome is the smallest.
Rome is colder than Rio in the winter, but Erbil is the coldest.
Rio is hotter than Erbil in the summer, but Rome is the hottest.

6

cosmopolitan	costume	canal	parade
reality	region	spectacular	

Unit 2 Lesson 2

1
1 should 2 should 3 shouldn't 4 should 5 shouldn't
6 shouldn't

2
2 You should leave it at reception. You shouldn't take it out of the hotel.
3 You should get up for breakfast. You shouldn't stay in bed.
4 You should listen to him. You shouldn't go off on your own.
5 You should buy an umbrella. You shouldn't stay out in the rain.

3
2 next to
3 opposite
5 behind the bus
6 between the bicycle and the police car
7 over the bridge
8 under the bridge
9 inside the telephone box
10 outside the telephone box

4
2 You can buy some flowers at a flower shop.
3 You can buy a newspaper at a newsagent's.
4 You can book a holiday at a travel agency.
5 You can buy fruit at a supermarket.
6 You can get a haircut at a hairdresser's.
7 You can ask for help at a police station.
8 You can get a cold drink in a shop/café.

5
2 flower, hour
3 wear, hair
4 great, plate
5 crowd, loud
6 post, most

Unit 2 Lesson 3

1
1 out 2 what 3 going 4 do 5 can't 6 at 7 to
8 bad 9 saying

2
2 like travelling abroad
3 stand staying in
4 love staying in
5 can't stand being
6 like being
7 love
8 love cycling
9 can't stand
10 walking
11 like walking

3
2 He's good at playing football.
3 She's good at swimming.
4 They're good at playing volleyball.
5 He's good at cycling.
6 They're good at running.

4
1 Lana is quite good at drawing.
2 Carlos is good at playing the guitar.
3 Sally is bad at remembering things.
4 Carol is quite good at choosing presents.
5 Rawand is good at taking photos.
6 Jack is bad at telling jokes.
7 Ela is good at speaking English.
8 Ben is quite good at making friends.

5
1 making 2 using 3 watching 4 being
5 listening 6 writing 7 eating 8 playing

6
1 of 2 at 3 with 4 about 5 at 6 of 7 to 8 to
9 for 10 with

7
2 ✔ 3 ✔ 4 ✘ 5 ✔ 6 ✔ 7 ✘ 8 ✘

Unit 2 Lesson 4

1
1 E 2 C 3 D 4 A 5 F 6 B

2
Students' own answers.

3
Students' own answers.

4

[1]C	A	[2]N	D	L	E	[3]S	■	[4]B	E	[5]D
E	■	E	■	■	■	E	■	A	■	A
[6]L	O	W	■	[7]H	O	L	I	D	A	Y
E	■	S	■	A	■	L	■	A	■	S
[8]B	R	A	Z	I	L	■	[9]I	T	[10]S	■
R	■	G	■	R	■	[11]S	■	■	[12]I	N
A	■	[13]E	X	C	I	T	I	[14]N	G	■
T	■	N	■	U	■	A	■	[15]E	N	[16]D
[17]E	A	T	■	[18]T	H	R	O	W	■	O

Unit 2 Review

1
1 than
2 the, most, in, the
3 should
4 go, on
5 in, of
6 book, agency
7 at, going
8 doesn't, can't, for
9 the, most, of

2
1 Carol thinks Brazilians are the **best** dancers in the world.
2 The weather in London is **worse** than the weather in Melbourne.
3 Which is the **best** football team in Kurdistan?
4 They're standing in front **of** the supermarket.
5 You **shouldn't take** lots of money to the carnival.
6 You're really good **at** learning languages.

3
1 The café is cheaper than the restaurant.
2 You shouldn't walk in front of the band.
3 The flower shop is under the travel agency.
4 Ela isn't bad at dancing.
5 I can't stand the cold.

4

1 D 2 B 3 A 4 B 5 B 6 C 7 D 8 A 9 C 10 B
11 A 12 C 13 A 14 D

Unit 3 Lesson 1

1

1 were 2 was 3 were 4 were 5 wasn't 6 wasn't
7 weren't

2

cycle**d**
describe**d**
design**ed**
follow**ed**
invent**ed**
notice**d**
last**ed**
print**ed**
reach**ed**
show**ed**
start**ed**

marr**ied**
stud**ied**
tr**ied**
worr**ied**

3

brought
ate
found
gave
went
heard
kept
knew
let
lost
made
put
said
shone
shut
sang
sat
spoke
threw

4

1 began
2 carried
3 didn't cross
4 were
5 tried
6 helped
7 became
8 saw
9 destroyed
10 killed

5

1 didn't happen 2 wasn't 3 didn't build
4 didn't know 5 didn't want 6 didn't last
7 weren't

6

2 I didn't have spaghetti for breakfast. I …
3 I didn't watch a history programme on TV. I …
4 I didn't have dinnner at six o'clock. I …
5 I didn't go to sleep at nine o'clock. I …

7

1 cross 2 marry 3 diary 4 baker's 5 inflammable
6 flames 7 goods 8 ball-point pen
9 cathedral

8

2 1979
3 1988
4 2008
6 eighteen twenty-six
7 nineteen ninety-four
9 two thousand and ten
10 two thousand and eleven

Unit 3 Lesson 2

1

1 When did St Paul's Cathedral burn down?
In 1666.
2 Who started building the Monument in 1671?
Christopher Wren.
3 How tall was the Monument?
61.5 m.
4 What opened in 1710?
St Paul's Cathedral.
5 When did the new Globe Theatre have its first performance?
1997.
6 When did the Millennium Bridge open?
2000.

2

1 Did you have fun this morning?
2 What did Jack do between nine and ten o'clock?
3 Was Jack asleep all morning?
4 Did Jack go to a record shop?
5 When did they cross the river?
6 Did they have lunch in the park?

3

2 What did they see at the theatre?
3 Where did they walk to then?
4 What did they visit after that?
5 What did Carol do?
6 Who did the group meet in the park?

4

3 Did they see an exhibition? Yes, they did.
4 Did they walk to St Paul's Cathedral? Yes, they did.
5 Did they visit the Whispering Gallery? No, they didn't.
6 Did they all climb to the top of the Monument? No, they didn't.
7 Did they have lunch in a restaurant? No they didn't.
8 Did they meet Jack in the park? Yes, they did.

5

2 Did people go to the cinema then? No, they didn't.
3 Did people cross rivers by bridges then? Yes, they did.
4 Did people visit cathedrals then? Yes, they did.
5 Did people drive cars then? No, they didn't.
6 Did people have CDs then? No, they didn't.

6

Adjectives for people: asleep, exhausted, famous, hungry, lazy new, original, thirsty, tired
Adjectives for things: famous, long, new, original, spectacular, thatched
famous, new, original can describe people and things

7

T~~h~~ames clim~~b~~ arc~~h~~itect ex~~h~~austed
ex~~h~~ibition w~~h~~isper desi~~g~~n bou~~gh~~t

Unit 3 Lesson 3

1

1 was enjoying
2 was passing
3 were you doing
4 Were you looking
5 was telling
6 were they doing
7 were listening
8 was taking
9 was swimming
10 was laughing

2

B was eating a sandwich.
C was drinking a cup of coffee.
D was waiting for a bus.
E was looking at a map.
F was using a mobile phone.
G was taking a photograph.

3

2 Was Jack standing next to Greg?
3 Was Sally holding a map?
4 Was Lana playing the guitar?
5 Was Jack putting a new film in Lana's camera?
6 Was Carlos standing behind Carol?

4

Students' own answers.

5

1 overboard 2 the Internet 3 a drink 4 a picture
5 a number 6 for a ride 7 a bicycle 8 a river

6

bicycle overboard emergency spaceship speedboat
lifebelt helicopter

Unit 3 Lesson 4

1

1	knew	2	food	3	angry	4	become
5	looked	6	women	7	secretly	8	died
9	aunt	10	caught				

2

2	sat	g	stood
3	went	h	came
4	up	d	down
5	better	i	worse
6	awake	b	asleep
7	never	j	always
8	remembered	a	forgot
9	inside	f	outside
10	quietest	e	noisiest

3

1 C	E	2 L	E	3 B	R	4 A	T	I	5 O	N
A	■	O	■	A	■	C	■	■	N	■
T	■	6 S	A	D	■	7 T	A	K	E	8 S
9 H	O	T	■	B	■	O	■	■	■	H
E	■	■	■	O	■	R	■	■	■	I
10 D	I	A	11 R	Y	■	■	■	■	12 T	V
R	■	■	E	■	13 S	U	R	F	■	E
A	■	■	A	■	U	■	■	■	■	R
14 L	O	N	D	I	N	I	U	M	■	■

Unit 3 Review

1

1 started 2 didn't 3 weren't 4 did, do 5 didn't
6 Was, wasn't 7 was passing 8 was taking
9 was shivering, laughing

2

1 description 2 buildings 3 flammable 4 playwrights
5 novelist 6 exhausted

3

1 When the Great Fire started, the people of London were asleep.
2 Yuri Gagarin was the first person to travel in space.
3 Let me take a picture of you.
4 Everyone was laughing when Ben came out of the water.
5 When Tom fell overboard, he was sailing with a friend.
6 Mastura Ardalan is one of the most famous writers in Kurdistan.

4

2 B 3 E 4 G 5 A 6 H 7 C

Unit 4 Lesson 1

1

1	listen	2	do	3	watch	4	present
5	make	6	show	7	think	8	come

2

2 She's going to buy some presents.
3 They're going to go swimming.
4 He's going to write some postcards.
5 He's going to take some photos.
6 They're going to visit the Tower of London.

3

2 He isn't going to ride his horse. He's going to ride his bike.
3 They aren't going to visit Ireland. They're going to visit Scotland.
4 He isn't going to phone his sister. He's going to phone his parents.
5 She isn't going to buy a computer game. She's going to buy a CD.
6 They aren't going to play tennis. They're going to play football.

4

3 Are you going to visit South Africa?
4 I'm going to visit East Africa.
5 Are you going to stay in a hotel all the time?
6 I'm going to camp for the …
7 Are you going to climb Mount Kenya?
8 I'm going to climb Mount Kilimanjaro.
9 Are you going to spend the second week in the hills?
10 I'm going to spend the second week on the coast.
11 Are you going to surf and snorkel?
12 I'm going to relax on the silver sand!

5

1 coff**e**e ev**e**ryone minut**e** surpris**e**
2 fr**i**end interv**i**ew spec**i**al to**i**let
3 appe**a**r holid**a**y ple**a**se rehe**a**rsal
4 ac**t**ion lis**t**en momen**t** wa**t**ch

6

2 ✘ 3 ✔ 4 ✔ 5 ✘ 6 ✘ 7 ✔ 8 ✔ 9 ✔

Unit 4 Lesson 2

1

1	didn't	2	didn't	3	thought	4	I'll tell
5	I'll tell	6	works	7	be able to		

2
2 I'll tell Dan about São Paulo.
3 I'll tell Dan about being a teenager in Brazil.
4 I won't make a film about football in Brazil.
5 I won't do an interview with other Brazilians in London.
6 I'll write to Kate about my plan.

3
First I'll get up and have breakfast. Next I'll talk to Kate about my documentary and after that I'll look at Zakaria's website. Then I'll find his CDs and finally I'll chat to Rawand about the project.

4
– Do you want <u>to come</u> with us for a picnic on Saturday?
– I<u>'d love to</u>. I<u>'ll ask</u> my parents.
– When <u>will</u>/do you know?
– I<u>'ll see</u> you tomorrow, before school.
– That's fine. Don't forget!
– I <u>won't</u>!

5
1 documentary
2 interview
3 website
4 musician
5 studio

6
<u>act</u>ion: audience neighbour studio website moment picnic
a<u>gree</u>: appear believe escape explain

Unit 4 Lesson 3

1
1 nervously 2 quickly 3 carefully 4 calmly 5 happily 6 excitedly 7 Suddenly 8 immediately 9 fast 10 easily

2
quietly bossily
rudely hungrily
safely terribly
sadly specially
slowly successfully

1 safely 2 terribly 3 rudely 4 hungrily 5 quietly 6 slowly

3
1 on	2 on	3 at	4 for
5 about	6 for	7 about	8 from
9 in	10 for	11 in	12 at

4
1 late 2 hard 3 well 4 high 5 long

5
1 drama	2 bodies	3 easy	4 ready
5 move	6 example	7 adverb	8 run
9 clear	10 exercise	11 voice	12 talk
13 like	14 important		

6

								1 **B**	O	D	I	E	S	
						2 D	I	**R**	E	C	T	O	R	
						3 P	R	**O**	G	R	A	M	M	E
				4 R	E	H	E	**A**	R	S	E			
						5 V	I	**D**	E	O				
							6 A	**C**	T	O	R	S		
7 D	O	C	U	M	E	N	T	**A**	R	Y				
					8 E	P	I	**S**	O	D	E			
							9 S	**T**	U	D	I	O		

Unit 4 Lesson 4

1
1 popular	8 brother
2 place	9 ride
3 lands	10 sky
4 friends	11 best
5 learns	12 sadly
6 message	13 returns
7 doctors	14 home

2
Students' own answers.

3
1 take off 2 transmitter 3 van 4 suburb 5 chase

4
make: a film, friends, a phone call, a record, sure, a wish
take: exercise, medicine, place, a photo

5

1 I	N	2 T	E	3 R	V	4 I	E	5 W	■	6 D
M	■	R	■	E	■	C	■	7 E	A	R
8 A	P	A	R	T	M	E	9 N	T	■	U
G	■	N	■	U	■	■	E	■	■	G
10 I	N	S	T	R	U	M	E	11 N	T	S
N	■	P	■	N	■	■	12 D	O	■	T
13 A	G	O	■	■	14 A	15 T	■	16 T	O	O
R	■	R	■	17 O	■	O	■	■	■	R
Y	■	18 T	A	K	E	P	L	A	C	E

Unit 4 Review

1
1 going/take
2 is/to
3 will
4 will/his
5 spoke
6 well
7 properly
8 is

2

1 She**'s** going to talk to us at lunchtime.
2 Aren't you going **to** watch the programme?
3 Bye! **I'll (will)** see you tomorrow.
4 They know that **they'll see** each other again.
5 The director didn't think they acted **well**.
6 The actors worked **hard**.

3

1 rehearsal   2 relationship   3 angrily
4 valuable

4

1 What are we going to do this afternoon?
2 Are you going to watch Our World?
3 Will the police discover them before it is too late?
4 I'm sure that everything will be all right.
5 We will just have to see what happens.
6 Is everyone sitting comfortably?

5

1 F   2 F   3 F   4 F   5 F

Unit 5 Lesson 1

1

1 C   2 G   3 A   4 F   5 H   6 D   7 B   8 E

2

1 First 2 Next/Then 3 Then/Next 4 After that 5 Finally

3

1 I'm seeing my bank manager at half past nine and
2 taking the group to Westminster Abbey.
3 I'm having lunch with some travel agents.
4 I'm watching a football match.
5 I'm giving an interview.

4

3 How long is he spending at Westminster Abbey?
4 When is he having lunch with some travel agents?
5 When is he watching a football match?
6 How long is he spending at the football match?
7 How long is he spending at Talk Radio?
8 When is he giving an interview at Talk Radio?

5

1 souvenir   5 posters
2 second-hand   6 underground
3 furniture   7 commercial
4 canal   8 paradise

Unit 5 Lesson 2

1

1 past   2 don't   3 round   4 him   5 help
6 for   7 turn   8 on   9 much   10 let

2

1 us   2 me   3 them   4 it   5 her   6 you

3

2 **She** asks **him** the way.
3 **They** don't want to miss **it**.
4 **She** runs after **her**.
5 **He** is waiting for **them**.
6 Can **we** sit next to **you**?

4

1 through   2 along   3 across   4 past   5 up   6 down
7 round   8 into

5

2 Excuse me, can you tell me the way to Church Street, please?
Turn right outside the museum and Church Street is the second street on the right.
3 Excuse me, can you tell me the way to Queen Street, please?
Turn left outside the museum and Queen Street is the second street on the right.
4 Excuse me, can you tell me the way to Western Road, please?
Turn left outside the museum and take the second street on the left into Market Road. Western Road is the first street on the right.
5 Excuse me, can you tell me the way to Prince Street, please?
Turn right outside the museum and Prince Street is the first street on the left after Oxford Square.
6 Excuse me, can you tell me the way to Eastern Road, please?
Turn right outside the museum and turn right into New Street. Eastern Road is the first street you come to.

Unit 5 Lesson 3

1

1 ready   2 please   3 with   4 too
5 any   6 got   7 want   8 why
9 like   10 would   11 many   12 have

2

Countable: chip / chips, grape / grapes, mushroom / mushrooms, olive / olives, onion / onions, pineapple / pineapples, tomato / tomatoes
Uncountable: food, garlic, meat, salt, spinach, water, beef

3

1 some   2 any   3 some   4 any
5 some   6 any   7 any   8 some

4

1 How much – C   6 How much
2 How many – E   7 How much
3 How much – A   8 How many
4 How many – D   9 How much
5 How many – B   10 How many

5

				▼						
		1 G	A	**R**	L	I	C			
				2 **E**	G	G				
				3 **S**	P	I	N	A	C	H
		4 W	A	**T**	E	R				
5 P	I	Z	Z	**A**						
			6 M	**U**	S	H	R	O	O	M
			7 B	**R**	E	A	D			
8 P	I	N	E	**A**	P	P	L	E		
			9 O	**N**	I	O	N			
10 T	O	M	A	**T**	O					

6

1	starving	2	waiter	3	glass	4	borrow
5	vegetarian	6	fried	7	menu	8	extra

7

Bread /e/: any, egg, extra, many, pepper, ready, says
cheese /iː/: eat, cream, meal, meat, need, pizza, please

Unit 5 Lesson 4

1

1	exhibition	2	films	3	help	4	many
5	rockets	6	travel	7	planes	8	fly
9	eat	10	newspapers	11	programme	12	visitors

2

Model answer

… is South Kensington, or you can travel by bus (numbers 9, 10, 14, 49, 52, 74 and C1). The museum is open daily from 10 am to 6 pm. Tickets are free for under 17s. You can take a picnic – there are picnic areas in the museum. There are over 40 galleries. I think … is the most interesting.

3

1 staff 2 gallery 3 microphone 4 Souvenirs
5 Experiments 6 explore

4

[1]S	E	[2]C	O	[3]N	D	H	[4]A	N	[5]D
E		O		O			G		I
[6]C	O	M	E		[7]C	H	A	I	R
R		M		[8]S			I		E
[9]E	L	E	C	T	R	[10]O	N	[11]I	C
T		R		R		N		[12]S	T
	[13]S	C	I	E	N	C	E		I
[14]I		I		E		E			O
[15]C	R	A	F	T	[16]S		[17]O	[18]W	N
E		L		[19]S	H	I	N	E	S

Unit 5 Review

1

1 taking, to, on
2 are visiting
3 are, having
4 don't, me, get
5 asks/asked, way
6 doesn't, any
7 'd / would, some
8 much, has
9 many, ago

2

1	jewellery	2	directions	3	photographer
4	tourists	5	disappear	6	hopeless

3

1 we go to the cinema
2 tell us the way to the Pizza Paradise
3 I have a mixed salad, please
4 water do you want
5 I borrow some money

4

1B 2 D 3 D 4 A 5 B 6 A 7 C 8 D 9 B

Unit 6 Lesson 1

1

1 We've had/we've decided
2 What have you decided?
3 We've decided
4 I haven't been
5 have you been
6 we've been
7 we haven't been
8 I've remembered
9 I've promised

2

2 Has Pedro been on the London Underground? Yes, he has.
3 Have Rawand and Lana been on a bus? Yes, they have.
4 Have Rawand and Lana been on the tube? No, they haven't.
5 Has Pedro promised Paula to do an interview? Yes, he has.

3

2 She hasn't filmed Ela and Carlos. She's filmed Lana and Rawand.
3 He hasn't bought a guitar. He's bought a computer game.
4 She hasn't sent an e-mail to her parents. She's sent an e-mail to her best friend.
5 He hasn't lost his watch. He's lost his map.

4

2	Has she asked Sally to help her?	No, she hasn't.
3	Has she decided what to film?	Yes, she has.
4	Has she chosen her cast?	No, she hasn't.
5	Has she had a rehearsal?	No, she hasn't.
6	Has she put a cassette in the camera?	Yes, she has.

5

2 Carol **has** been friendly to Jack.
3 Greg **is** wearing a YTV badge.
4 Carol **has** worked out how to use the camera.
5 She **has** recorded Lana and Rawand's conversation.
6 Ben **is** learning Spanish.

6

1 squirrel
2 deer
3 cow
4 sheep
5 donkey
6 goat
7 duck

7

2 ✓ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✓ 8 ✗

Unit 6 Lesson 2

1

1	ever	2	never	3	ever	4	never
5	ever	6	never	7	never	8	ever
9	never						

2

1 Paula **has never been** to Kurdistan.
2 Paula **has eaten** Kurdish food several times, but she **has never tried** dolma.
3 Lana **has never had** Chinese food.
4 Lana thinks that Paula is the kindest person she **has ever met.**

3

2 Have you ever been on the radio?
3 Have you ever ridden a motorcycle?
4 Have you ever read a book in English?
5 Have you ever watched a film in English?
6 Have you ever used a video camera?
7 Have you ever felt very angry with someone?
8 Have you ever had an argument with your best friend?

4

1 embar**r**assed transpo**r**t fou**r**teen
2 famo**u**s val**u**able b**u**ilt
3 competit**i**on ra**i**lway stat**i**on
4 som**e**where teas**e** che**e**r
5 thoug**h**t somet**h**ing photograp**h**

5

1 **T**	I	C	K	E	T							
2 **I**	N	T	E	R	N	A	T	I	O	N	A	L
3 **M**	O	T	O	R	W	A	Y					
4 **E**	N	G	I	N	E							
5 **T**	U	B	E									
6 **A**	I	R	P	O	R	T						
7 **B**	U	S										
8 **L**	I	N	E	S								
9 **E**	L	E	C	T	R	I	C					

6

3 ✗ 4 ✗ 5 ✗ 6 ✓ teases 7 ✗
8 ✓ there's 9 ✓ says 10 ✓ was 11 ✗

Unit 6 Lesson 3

1

1 crowded 2 many 3 whatever 4 sure
5 Tired 6 much 7 free 8 about

2

too much: furniture, homework, sugar, noise, sun, rain, salad, orange juice
too many: accidents, letters, mistakes, pickpockets, problems, queues, programmes, tourists

3

2 There is too much spaghetti.
3 There are too many policemen.
4 There is too much rubbish.
5 There are too many steps.
6 There is too much traffic.

4

2 zoo 3 cinema 4 stadium 5 newsagent's
6 chemist's 7 bank 8 restaurant 9 theatre
10 post office

5

1 expensive 2 same 3 win 4 close
5 slowly 6 noisy 7 hard

6

channel describe description expensive
jewellery problem satellite successful
suitcase theatre

Unit 6 Lesson 4

1

Lana
1 d 2 f 3 b 4 c 5 e 6 a
Sally
1 b 2 e 3 d 4 f 5 a 6 c

2

Model answers
Lana
… It's quite old – I'm not sure exactly how old. I think you can get there by bus, but my Dad drove me. It's 30 metres tall. You can go up to the top and see the beautiful views all over the city. The only problem is that going up the spiral staircase on a hot day can be quite tiring.

Sally
My favourite place is a huge red rock called Ayers Rock (or Uluru) in the middle of Australia. It's very very old and it's 348 metres high. The quickest way to get there is to fly to Alice Springs and then go by car, but I prefer the train. There are always too many tourists, but the rock is so big you can still enjoy it.

3

Transport: bus, engine, ferry boat, lift, passenger, railway, tube
Places: church, farm, stadium, studio, temple, waterfall
Animals: cow, deer, duck, goat, horse, donkey, squirrel
Note: horse and donkey could also go under transport.

4

1 E	M	2 B	A	3 R	R	4 A	S	5 S	E	6 D
X		R		A		N		T		O
7 C	R	O	W	D	E	D		U		C
E		A		I				8 P	U	T
L		9 D	R	O	P		10 H	I		O
L		C				11 G		D		R
E		A		12 H	O	O	K		13 A	
N		S		I		A			L	
T		14 T	I	M	E	T	A	B	L	E

Unit 6 Review

1

1 been 2 visited 3 been 4 ever
5 never 6 been 7 many/many 8 much

2

1 recording 2 musical 3 crowded 4 practise
5 successful

3

1 Let's see what you have recorded.
2 Has the camera got good sound?
3 Has Paula ever been to Kurdistan?
4 Lana has never eaten Chinese food.

4

1 duck 2 statue 3 horrible 4 happy
5 empty 6 harbour

5

Matching titles: 1 C 2 A 3 B 4 E 5 D

6

1 D 2 C 3 B 4 C 5 A 6 D 7 D
8 A 9 C 10 C 11 A 12 A 13 C 14 C
15 D

Unit 7 Lesson 1

1

1	be	2	Hurry	3	meet	4	be
5	rain	6	get	7	miss	8	be able

2

1 He's going to get a surprise.
2 She's going to make a video.
3 He's going to watch a film.
4 They're going to go cycling.
5 She's going to pack her suitcase.
6 He's going to blow his whistle.

3

2 Are Jack and Rawand going to play volleyball?
No, they aren't, because they're carrying their tennis rackets.
3 Is Ela going to phone home?
Yes, she is, because she's holding her mobile phone.
4 Are Lana and Sally going to go to a restaurant?
No, they aren't, because they're wearing old clothes.
5 Is Greg going to lay the table?
Yes, he is, because he's carrying some plates.
6 Is Carol going to go to the theatre?
No, she isn't, because she's feeling too tired.
7 Is Ben going to change some money?
Yes, he is, because he's going to the bank.
8 Are the group going to meet again?
No, they aren't, because they're living in different countries.

4

1 c 2 d 3 h 4 f 5 e 6 g
7 b 8 a

5

2 road 3 theatre 4 airport 5 studio
6 stadium 7 pool 8 market

6

1 **J**	O	U	R	N	E	Y				
2 **O**	C	C	U	P	A	T	I	O	N	
3 **U**	N	D	E	R	G	R	O	U	N	D
4 **R**	O	B	O	T						
5 **N**	U	R	S	E						
6 **A**	R	C	H	I	T	E	C	T		
7 **L**	I	S	T							
8 **I**	N	D	O	O	R					
9 **S**	C	I	E	N	C	E				
10 **T**	O	U	R	I	S	T				

7

promise journalist journey musician
pilot prediction referee surprise

Unit 7 Lesson 2

1

1	will	2	take	3	human	4	must
5	clean	6	gets	7	dies	8	use
9	stop	10	come	11	love	12	mustn't

2

1 You mustn't wash clothes in the bedrooms.
2 You must leave your room by 10 am on your last day.
3 You mustn't have/eat take-away meals in the bedrooms.
4 You must turn off the TV when you leave the room.
5 You mustn't make any noise./You must be quiet after midnight.

3

1	must, mustn't	2	mustn't, must	3	mustn't
4	must	5	mustn't	6	must

4

1	stuff	5	No entry
2	empty	6	clap
3	wrapper	7	autograph
4	litter	8	flash photograph

5

2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✗

Unit 7 Lesson 3

1

1 do/listen 2 danced/are dancing 3 do/throw
4 wrote 5 did/design 6 lived
7 have/visited 8 did/discover

Answers to quiz: 1 a 2 c 3 a 4 b 5 a 6 a 7 a 8 c

2

2 They were at Notting Hill carnival.
3 They were in a hotel looking at a map of London.
4 They were looking at the map of London Underground.

3

1	does	2	are	3	Is	4	who is	5	is
6	was	7	did	8	Has	9	Have	10	did

1	i	2	h	3	b	4	f	5	a
6	g	7	d	8	j	9	e	10	c

4

1	The	2	a	3	–	4	the	5	a
6	a	7	the	8	a	9	–	10	an
11	the	12	a	13	a	14	the		

Unit 7 Lesson 4

1

1	but	7	easily
2	of	8	uses
3	and	9	while
4	ever	10	because
5	than	11	each
6	long	12	many

2

Model answer

Sharks live in the world's oceans. They eat other sea life – some eat very large fish. The largest shark caught was 12.1 metres long and weighed 15 tonnes. The smallest shark is the 'cookie cutter'. It is 14 centimetres long. The great white shark has five sets of teeth! Sharks are in danger. The number of sharks is falling so we mustn't kill too many sharks.

3

1	rhino	2	cow	3	dog	4	panda
5	deer	6	sheep	7	jaguar	8	donkey
9	goat	10	cat				

4

					▼				
[1]P	O	A	C	H	**E**	R	S		
			[2]P	A	**N**	D	A		
[3]R	E	S	E	R	**V**	E	S		
			[4]R	H	**I**	N	O		
			[5]F	O	**R**	E	S	T	
	[6]B	A	M	B	**O**	O			
		[7]A	L	O	**N**	E			
			[8]C	O	**M**	P	E	T	E
				[9]H	**E**	R	D	S	
			[10]H	U	**N**	T			
					[11]**T**	R	I	P	

Unit 7 Review

1

1 going
2 going, be
3 is, to
4 must, about
5 mustn't, much
6 photos, was
7 must, been
8 have, where, live
9 must, something, will, too

2

1 plastic 2 litter 3 grass 4 bamboo
5 dog

3

1 competition 2 dangerous 3 Poachers
4 impossible 5 unusual

4

1 It's going to be cold tonight.
2 It won't be a nice evening.
3 You mustn't bring food or drink into the studio.
4 We must be on time for the rehearsal.

5

1 C 2 C 3 B 4 D 5 A 6 C 7 A
8 B 9 D 10 B 11 A 12 C

Unit 7 Farewell unit

1

1 going 2 Let 3 Let's/sing

2

1 Let's wait and see!
2 I'm going to be sad to leave you.
3 How do we enter the competition?
4 Let's run back to the hotel.

3

marvellous fan**tas**tic **beau**tiful **ex**cellent

4

1 good 2 again 3 touch
4 address 5 miss 6 forget

WELCOME

راناوە کەسیەکان

تاك	کۆ
I	we
you	you
he	they
she	
it	

• راناوی کەسی *I* هەردەم بە پیتی گەورەیە.

کاتی ئێستای سادە : *to be*

دووپات کردنەوە		پرسیار
کورتکراوە	شێوەی تەواو	
I am	I'm	am I?
you are	you're	are you?
he is	he's	is he?
she is	she's	is she?
it is	it's	is it?
we are	we're	are we?
you are	you're	are you?
they are	they're	are they?
نەرێ		
I am not	I'm not	
you are not	you aren't	
he is not	he isn't	
she is not	she isn't	
it is not	it isn't	
we are not	we aren't	
you are not	you aren't	
they are not	they aren't	

• پرسیار کردن بە *to be* فەرمان لە پێش بکەر دێت:
are you?
• نەرێ کردن بە بەکارهێنانی *not* دەکرێت.
• شێوەی تەواو بەکار دەهێنین لە کاتی وەڵام
کورت و شێوەی کورتکراوە لەکاتی وەڵامی نەرێی کورت:
Yes, she is. *No, she isn't.*

کاتی ئێستای سادە

دووپاتکردنەوە	
I live	it lives
you live	we live
he/she/it/lives	you live
	they live

• کاتی ئێستای سادە بەکاردەهێنرێت
بۆ وەسف کردنی حاڵەتی هەمیشەیی:
She lives in Salamanca.
• فەرمان لە کاتی ئێستای سادە دا هیچ گۆڕانکاریەکی بەسەر دانایێت
تەنها لەدوای *he, she, it* نەبێت:
he lives *she lives* *it lives*
• هەروەها سەیری بەشی 1 بکە:

UNIT 1

کاتی ئێستای سادە

نەرێ	
شێوەی تەواو	کورتکراوە
I do not like	I don't like
you do not like	you don't like
he does not like	he doesn't like
she does not like	she doesn't like
it does not like	it doesn't like
we do not like	we don't like
you do not like	you don't like
they do not like	they don't like

پرسیارەکان	کورتە وەڵام	
Do you like...?	Yes, I do.	No, I don't.
	Yes, we do.	No, we don't.
Does he like...?	Yes, he does.	No, he doesn't.
Does she like...?	Yes, she does.	No, she doesn't.
Does it like...?	Yes, it does.	No, it doesn't.
Do they like...?	Yes, they do.	No, they don't.

• کاتی ئێستای سادە بەکاردەهێنین بۆ وەسف
کردنی حاڵەتەکان، رۆتین و جموجوڵە ئاسایەکان:
I don't like pigeons.
I do aerobics every Tuesday.
• نەرێی کاتی ئێستای سادە : بکەر + *do/does not* + فەرمان.
• پرسیار لە کاتی ئێساتی سادە : *do/does* + بکەر+ فەرمان
لە کاتی پرسیار کردن بە *does* فەرمانی سەرەکی کۆتایی نایەتە بە s :
Does she like computers?

کاتی ئێستای بەردەوام

دووپاتکردنەوە	
شێوەی تەواو	کورتکراوە
I am talking	I'm talking
you are talking	you're talking
he is talking	he's talking
she is talking	she's talking
it is talking	it's talking
we are talking	we're talking
you are talking	you're talking
they are talking	they're talking
نەرێ	
I am not talking	I'm not talking
you are not talking	you aren't talking
he is not talking	he isn't talking
she is not talking	she isn't talking
it is not talking	it isn't talking
we are not talking	we aren't talking
you are not talking	you aren't talking
they are not talking	they aren't talking
پرسیارەکان	
Am I talking?	Is he/she/it talking?
Are you talking?	Are we/you/they talking?

UNIT 2

ئاوەڵناوە جیاوازکەرەوەکان

ئاوەڵناو	کۆمپاریتڤ	سوپرلیتڤ
small	smaller	the smallest
large	larger	the largest
big	bigger	the biggest
happy	happier	the happiest
famous	more famous	the most famous
exciting	more exciting	the most exciting
good	better	the best
bad	worse	the worst

- **ئاوەڵناوە کورتەکان**

  زۆربەی ئاوەڵناوە یەك برگەیەکان یان دوو برگەیەکان ئەمانە وەردەگرن ‎-er/est‎ یان ‎-r/st‎:

  *small – small**er** – the small**est***
  *clever – clever**er** – the clever**est***
  *large – large**r** – the large**st***

  ئاوەڵناوی یەك برگە کە کۆتای هاتووە بە بزوێن و نە بزوێن لە دوای ئەوا هەمان نەبزوێن زیاد بکە ئینجا ‎-er/est‎ زیاد بکە :

  *big - bi**gger** - the bi**ggest***

  ئەگەر ئاوەڵناو کۆتایی هاتبوو بە *y* ئەوا *y* هەڵبگرە و *er* یان *est* لە جێگای دابنێ:

  happy – happier – the happiest

- **ئاوەڵناوە درێژەکان**

  زۆربەی ئاوەڵناوەکان کە لە دوو برگە یان سێ برگە بەدانانی *more* دەکریتە کۆمپێرەتڤ و *the most* بۆ سوپەرلەتیڤ:

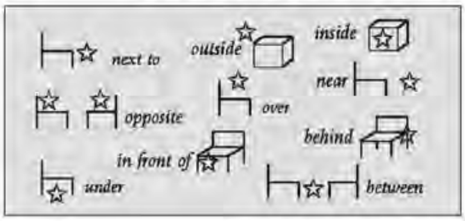
  *famous – **more** famous – **the most** famous*
  *exciting – **more** exciting – the **most** exciting*

should و *shouldn't*

We should stay together. You shouldn't go away like that. Should we tell Greg?

- بۆ پێدانی ئامۆژگاری ئەمانە بەکاردێن *should* و *should not (shouldn't)*.
- یەکێکە لە فەرمانە یاریدەرەکان *should*:
  - ناگۆڕێت لە *he/she/it*.
  - *to* لە نێوان فەرمانی سەرکی *should* دانانرێت.

ووشەکانی دیاری کردنی شوێن



- *in front of* بە پێچەوانەی *behind*:

  *Ben can't see because Carol is **in front of** him.*

- *opposite* مانای *facing*:

  *Page 107 is **opposite** page 106.*

- کاتی ئێستای بەردەوام بەکاردەهێنرێت بۆ وەسف کردنی رووداوە کاتیەکان و ئەو کارانەی لە کاتی ئێستادا روودەدەن:

  YTV are making a film.
  You're standing on my foot.

- **رشتن : فەرمان + *-ing***

  زۆربەی فەرمانەکان ‎*-ing*‎ وەردەگرن:

  *talk – talk**ing***   *hold – hold**ing***

  ئەگەر کۆتایی فەرمانەکە ‎*-e*‎ بوو ئەوا ‎*-e*‎ هەڵبگرە ‎*-ing*‎ لەجێگای دابنێ:

  *take – tak**ing***   *write – writ**ing***

  فەرمانەکانی تر:

  *swim – swi**mming***   *run – ru**nning***
  *put – pu**tting***   *sit – si**tting***

- هەروەها سەیری بەشی 5 بکە.

ئاوەڵناوی کەسی	راناوەی کەسی
my	mine
your	yours
his	his
her	hers
its	its
our	ours
your	yours
their	theirs

- ئاوەڵناوەی کەسی لە کاتی کۆ دا ناگۆڕێت:

  ***my** book*   ***my** books*

- *the* لەپێش راناوی کەسی بە هیچ شێوەیەك دانانرێت.

  *This book is **mine**.*

فۆرمەکانی کەسی: ‎`s و s`‎

- ناوە تاکەکان کۆتاییان دێت بە *s'* (*s* لەگەڵ فاریزەی بەرز لەبەردەمی):

  *the producer**'s** job*   *Kate**'s** boots*

- بۆ ناوە کۆییەکان بە دانانی *s* ئینجا فاریزەی بەرز لە دوای:

  *the actors**'** coffee break*   *the girls**'** bags*

- بۆ ناوە کۆیە نائاساییەکان *'s* زیاد بکە:

  *people**'s** pockets*   *the women**'s** bags*

First we spent two years talking to scientists.	
Next	we chose dinosaurs.
Then	we had to find places.
After that,	we filmed the places.
Finally we used computers.	

- دەتوانین ئاوەڵفرمانە زنجیریەکان بەکاربهێنین بۆ وەسف کردنی زنجیرە رووداوێك

  finally next, then, after that.

- هەردەم فاریزە لە دوایان دێت.

چاووگ (*-ing* حاڵەت)

Verb + gerund
I love going to festivals.
I hate listening to bossy people.
I don't enjoy being bored.
I can't stand waiting for people.
What do you like doing?
Preposition + gerund
You're good at dancing.
I'm not interested in listening to him

- جاووگ ناون کە لە فەرمانەوە دروست کراون، چاووگەکان دەتوانرێت لە دوای ئەم فەرمانانە بەکاربهێنرێت:
  like, love, hate, enjoy, can't stand
  هەروەها لە دوای ئاوەڵشوێ، بۆ نموونە:
  *good/bad **at**, interested **in***

UNIT 3

رابردووی سادە: *to be*

بکەر	نەرێ
I/he/she/it was	I/he/she/it wasn't (was not)
we/you/they were	we/you/they weren't (were not)
پرسیارەکان	**کورتە وەڵام**
Were you...?	Yes, I was.
	No, I wasn't.
	Yes, we were.
	No, we weren't.
Was he/she/it...?	Yes, he/she/it was.
	No, he/she/it wasn't.
Were they...?	Yes, they were.
	No, they weren't.

رابردووی سادە: فەرمانە ئاساییەکان

بکەر		نەرێ	
I you he/she/it we you they	started	I you he/she/it we you they	didn't start (did not start)

پرسیارەکان	کورتە وەڵام	
Did you start?	Yes, I did.	No, I didn't. (did not)
Did she start?	Yes, she did.	No, she didn't.
Did they start	Yes, they did.	No, they didn't.

- ڕشتن: حاڵەتەکانی ئەرێ
  زۆربەی فەرمانکان *ed*-وەردەگرن:
  *walk – walk**ed***   *destroy – destroy**ed***
  فەرمان بە *e*- کۆتایی هاتبێت، ئەوا *d* زیاد بکە:
  *die – die**d***   *escape – escape**d***
  فەرمان کۆتای هاتبێت بە نەبزوێن ئینجا
  y- ئەوا *y*- هەڵبگەرە و *ied*- زیاد بکە
  *carry – carr**ied***   *marry – marr**ied***
- نەرێی رابردووی سادە: بکەر + *didn't* + فەرمان.
- پرسیارکردنی رابردووی سادە: *did* + بکەر + فەرمان.

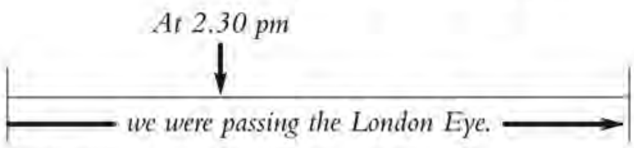
رابردووی سادە: فەرمانە نائاساییەکان

- لیستیکی تەواو هەیە بۆ فەرمانە نائاساییەکان لە کتیبی *Sunrise 8* لە لاپەر 00.
- فەرمانە نائاساییەکان بە هەمان شیوەی فەرمانە ئاساییەکان حاڵەتی نەرێ و پرسیار پێکدەهێنن.

رابرددوی بەردەوام

قسەکردن	نەرێ
I/he/she/it was listening	I/he/she/it wasn't listening
we/you/they were listening	we/you/they weren't listening
پرسیار	**کورتە وەڵام**
Were you listening?	Yes, I was.
	No, I wasn't.
	Yes, we were.
	No, we weren't.
Was he/she/it listening?	Yes, he/she/it was.
	No, he/she/it wasn't.
Were they listening?	Yes, they were.
	No, they weren't.

- رابردووی بەردوام بەکاردەهێنین بۆ وەسف کردنی ئەوەی رووی داوە لە رابردوو لە کاتیکی دیاری کراو بۆ ئەوەی پیشەکیەك بدین بۆ رووداویکی تر



At 2.30 pm, we were passing the London Eye.
We were passing the London Eye when Ben fell overboard.

- رابردووی بەردەوام دروست دەکریت لەگەڵ *was/were* + *ing*-.

UNIT 4

داهاتوو: *going to*

She's going to talk to us.
We're going to watch rehearsals.
There isn't going to be much time.
Are we going to be here all day?
When are we going to have lunch?

- *going to* + چاووگ به کاردەهێنرێت بۆ باس کردنی پلانەکانی داهاتوو.
- **سەیری بە شی 8 بکە.**

داهاتوو: ***will/won't***

I'll see you tomorrow.
We'll just have to wait and see.
They'll tell us tomorrow.
I won't e-mail my sister.
What will Lana decide?
Will Pedro come with us?

- دەتوانی بەکاربهێنین بۆ مەبەستی باس کردنی ئەوەی تازە بریارمان لەسەر داوە *will* و *won't (will not)*.
- *will* بریتیە لە فەرمانی یاریدەدر:
  - نەگۆریت لەگەل *he/she/it*.

    I think he'll escape.
  - *to* نیە لە نیوان *will*و فەرمانی سەرەکی.

ئاوەڵفرامانی حاڵەتەکان

ئاوەڵناو ئاسایی	ئاوەڵفرمان	ئاوەڵناو نائاسایی	ئاوەڵفرمان
normal	normally	good	well
proper	properly	fast	fast
quick	quickly	hard	hard
bad	badly	late	late
comfortable	comfortably	long	long
happy	happily		
angry	angrily		

- ئاوەڵفرمانی حاڵەتەکان بەکاردەهێنین بۆ ئەوەی **how** شتیك دەکەین.
- **ڕشتن:**

  زۆربەی ئاوەڵناوەکان *-ly* وەردەگرن:

  *normal – normal**ly***   *proper – proper**ly***

  ئاوەڵناوی کۆتایی هاتوو بە *-y* ئەوا *-y* لابەرە و *-ily* زیاد بکە.

  *happ**y** – happ**ily***   *angr**y** – angr**ily***

  ئاوەڵناوە کۆتایی هاتووەکان بە -ble ئەوا -e لابەرە و -y زیاد بکە

  *comforta**ble** – comforta**bly***   *terri**ble** – terri**bly***

UNIT 5

ئێستای بەردەوام وەکو داهاتوو

Greg is taking people to the Science Museum.
We're going to the theatre in the evening.
They aren't leaving the hotel at 9.30.
What time are they having lunch?
Who is going to the Science Museum?
How long are they spending at the museums?

- دەتوانین ئێستای بەردوام بە کاربهێنین بۆ باس کردن لە داهاتوو.
- هەروەها سەیری بەشی 1 بکە.

بکەر جێگری ناو	تەواوکەر جیگری ناو
I	me
you	you
he/she/it	him/her/it
we	us
you	you
they	them

- جێگری ناوی بکەر لە پێش فەرمان بەکاردەهێنین.

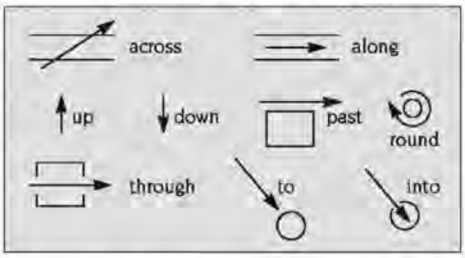
  ***I**'m waiting for Ben.*

  ***He**'s on the phone.*
- جێگری ناوی تەواوکەر لە دوای فەرمان ئاوەلفرمانی شوێنییەکاردەهێنین:

  *Excuse **me**.*   *Carol can show **him** the way.*

  *Greg is waiting for **them**.*

ئاوەڵفرمانە ئاراستە نیشاندەرەکان



- ئەم نموونانە لەگەڵ *across* و *through* سرنج بدە:

	the bridge		*the trees*
	the river		*the crowd*
across	*the street*	***through***	*the door*
	the room		*the window*
	the road		*the rain*

- زۆربەی جار *down* و هەندێك جار *up* بەکاردەهێنین بە مانای خوارەوە کاتێك بەرزایی نیە.

  *We ran **down the road** to the bus stop.*

  *He walked **up the path** to the front door.*

any و *some*

I'd like some garlic bread.
Could I borrow some money?
I don't want any olives/meat.
Have you got any pizzas with mushrooms?

- *some* و *any* به کار دێت له گه‌ڵ ناوی کۆ و نه‌ژمێردراو.
- *some* به کاردینین له‌کاتی قسه کردن یان داوا کردن لا کاتیکدا که چاوه‌ڕوانی وه‌ڵامین به 'yes'.
- *any* به کارده‌هێنین له کاتی نه‌رێ یاخود پرسیاری سروشتی.

How much/many?

How much	money have you got? do you want?
How many	Cokes do you want? people are there?

- *How much . . .?* به کاردێن بۆ ناوی نه‌ژمێردراو
- *How many . . .?* به کاردێت بۆ ناوی کۆ ژمێردراو

UNIT 6

ئێستای ته‌واو

قسه کردن	
I've worked (have worked)	
you've worked	
we've worked	
they've worked	
he's worked (has worked)	
she's worked	
it's worked	
نه‌رێ	
I haven't worked (have not worked)	
you haven't worked	
we haven't worked	
they haven't worked	
he hasn't worked (hasn't worked)	
she hasn't worked	
it hasn't worked	
پرسیار	**کورته وه‌ڵام**
Have you worked?	Yes, I/we have. No, I/we haven't.
Has he/she/it worked?	Yes, he/she/it has. No she/she/it hasn't.
Have they worked?	Yes, they have. No, they haven't.

- ده‌توانین ئێستای ته‌واو به‌کاربهێنین بۆ باس کردنی رووداو له رابردووی نادیار .
- رابردووی ته‌واو *have/has* + به کاردێت بۆ درست کردنی ئێستای ته‌واو.
- بۆ فرمانه ئاساییه‌کان
رابردووی ته‌واو هه‌روه‌کو حه‌ڵه‌تی رابردووه: *work, worked, worked*.
- بۆ هه‌ندیک له فه‌رمانه نائاساییه‌کان رابردووی ته‌واو هه‌ر وه‌کاو حاڵه‌تی رابردووه به‌ڵام زۆربه‌یان جیاوازن: *be, was/were, been*.
لیستی ته‌واو له لاپه‌ره 00 له *Brilliant 1-3*هه‌یه.
- رابردووی ته‌واوی *go* ده‌کریت *gone* بێت یان *been (= gone and returned)*:
He's gone to Erbil. = He's in Erbil now.
He's been to Erbil. = He's visited Erbil but he's not there now.

ئێستای ته‌واو : *ever/never*

Have you ever eaten Kurdish food?
Have you ever been to New York?
I've never been so tired.
She has never been to London before.

- *ever = at any time* به سه‌ره‌کی له پرسیار به‌کار دێت .
- *ever* له حاڵه‌تی قسه کردنیش
به کاردیت له سوپه‌رلیتیف:
It's the best film I've ever seen.
- *never* = به هیچ شێوه‌یه‌ك

too much/too many

Don't make too much noise.
They cost too much money.
There are often too many tourists.
Sometimes there are just too many people.

- *too much . . .?* به‌کاردێت له گه‌ڵ ناوی نه‌ژمێردراو.
- *too many . . .?* به‌کاردیت له گه‌ڵ ناوی کۆی ژمێردراو.

UNIT 7

چاوه‌ڕوان کراو: *going to*

You're going to get a surprise.
What's going to happen?
You aren't going to go on a long journey.
Is Carol going to travel a long way?

- *going to* ده‌توانین به کاربهێنین. بۆ باس کردن له کاتی ئیستا ده‌رباره‌ی رووداویک که چاوه‌ڕوان کراوه له داهاتوو رووبدات.
- هه‌روه‌ها سه‌یری به‌شی 4 بکه.

must/mustn't

> People must stop covering the mountain in rubbish.
> People mustn't leave so much litter.
> What must we do?

- *must* به کاردەهینرێت بۆ دیاری کردنی ئەنجام دانی کاریك بە ئلزامی.
mustn't (must not) بە کاردێت بۆ نەهی کردن.
- *must* فەرمانی یاریدەدەرە:
– ناگۆرێت لە گەڵ *he/she/it*.
– *to* نیە لە نیوان *must* و فەرمانی سەرەکی.
- رابردووی *have to* و *must* بریتیە لە *had to*.

Pronunciation guide

Vowels

/ɑː/	arm, large
/æ/	cap, bad
/aɪ/	ride, fly
/aɪə/	diary, science
/aʊ/	how, mouse
/aʊə/	our, shower
/e/	bed, head
/eɪ/	day, grey
/eə/	hair, there
/ɪ/	give, did
/iː/	we, heat
/ɪə/	ear, here
/ɒ/	not, watch
/əʊ/	cold, boat
/ɔː/	door, talk
/ɔɪ/	point, boy
/ʊ/	foot, could
/uː/	two, food
/ʊə/	sure, tourist
/ɜː/	bird, heard
/ʌ/	fun, none
/ə/	mother, actor

Consonants

/b/	bag, rabbit
/d/	desk, cold
/f/	fill, laugh
/g/	girl, big
/h/	hand, home
/j/	yes, young
/k/	cook, back
/l/	like, fill
/m/	mean, climb
/n/	new, want
/p/	park, happy
/r/	ring, borrow
/s/	say, this
/t/	town, city
/v/	very, live
/w/	water, away
/z/	zoo, his
/ʃ/	shop, machine
/ʒ/	usually, television
/ŋ/	thank, doing
/tʃ/	cheese, picture
/θ/	thing, north
/ð/	that, clothes
/dʒ/	jeans, bridge

WORDLIST

English | Part of speech | Kurdish

different *n* جیاواز

TS = word only appears on cassette

English	Translation
Welcome Unit	
population *n*	دانیشتوان
presenter *n*	پێشکەشکار
Unit 1	
Lesson 1	
aerobics *n*	ئایرۆبیک
different *n*	جیاواز
group *n*	گروپ
mountain *n*	چیا
pigeon *n*	کۆتر
south *n*	باشوور
south-east *n*	باشور-رۆژئاوا
tourist *n*	گە شتیار
Lesson 2	
because	لەبەرئەوەی
behind *prep*	لەپشت
documentary *n*	تۆمارکراو
film (camera film) *n*	فیلم
fleece *n*	ساختەکردن
purse *n*	جزدان
steal *v*	دزین
tour guide *n*	ڕێنیشاندەر
Why?	بۆچی
Lesson 3	
bangle *n*	بازن
break (coffee break) *n*	پشوو
briefcase *n*	جانتا
bus driver *n*	شۆفیری پاس
cameraman *n*	وێنەگر
chase *n*	بەدواکەوتن
director *n*	دەرهێنەر
doctor *n*	دکتۆر
fight *n*	شەڕ
in charge of	بەرپرسیار

English	Translation
glasses *n*	چاوێلکە
make a phone call	تلفۆن کردن
make sure	تاکید کردن
newsagent *n*	پەیامنێری هەواڵ
part *n*	بەش
pharmacist *n*	دەرمانساز
pickpocket *n*	دز
pilot *n*	فڕۆکەوان
pocket *n*	باغەڵ-بەرك
producer *n*	بەرهەمهێنەر
scarf *n*	شاڵ-سەرپێچ
scriptwriter *n*	نووسەر
shoot (shoot a film) *v*	وێنە گرتن
student *n*	فێرخواز-قوتابی
stunt *n*	کارێکی مەترسیدار
stuntmen/women *n*	ئەو ئەکتەرەی رۆڵی مەترسیدار دەبینێت
sunglasses *n*	چاویلکەی ڕۆژ
Lesson 4	
baseball cap *n*	کڵاوی بەیسبۆل
cycle *v*	پایسکل هاژوتن
depend (It depends.)	دەوەستێتەسەر
look forward to	چاوەروانی بە ئومێدی
look like	پێدەچێت
meaning *n*	مانا
miss (miss people) *v*	غەریبی
place *n*	شوێن
relax *v*	هێوەربە
revise *v*	گۆرانکاری
similar *adj*	وەکو یەك
shorts *n*	شۆرت
surprising *adj*	مفاجئە ، ئەبلەق دەکات
tracksuit *n*	جلی وەرزش

English	Translation
Review	
add up *v*	ئیزافه کردن
birth *n*	لەدایك بوون
bite *v*	گەزە
sell *v*	فرۆشتن
show *n*	بەرنامە
tell the truth	راستی بڵێ
unhappy *adj*	دڵ توند
Unit 2	
Lesson 1	
ball (= dance) *n*	سەماکردن
carnival *n*	کرنفاڵ
celebrate *v*	ئاهەنگ
cosmopolitan *adj*	جیهانی
cost *v*	نرخ
costume *n*	جل و بەرگ
drummer *n*	تەپڵ لێدەر
dry *adj*	ووشك
exciting *adj*	وورووژێنەر
follow *v*	بەدواکەوتن
giant *adj*	زەبەلاح
last *v*	دەمێنێتەوە بۆ
non-stop *adj*	بێ وەستان
parade *n, v*	خۆپیشاندان
real *adj*	بەراستی
reality *n*	راستی
region *n*	ناوچە
Lesson 2	
agree *v*	رازی بوون
at once *adv*	یەکسەر
Bye.	خودا حافیز.
cheek *n*	ئازا
chemist's *n*	کیمیاکار
crowd *n*	قەڵەباڵغی
direction *n*	ئاراستە

English	Translation
flight *n*	سەفەر بە فرۆکە
get lost	بزر بە
go off *v*	دەست هەڵگرتن
haircut *n*	سەر تاشین
hairdresser('s) *n*	سەرتاش
in front of *prep*	لەبەردەم
inside *prep*	لەناو
jewellery *n*	زێر و زەنگ
kiss *v*	ماچ کردن
local (person) *n*	ناوخۆیی
look after *v*	ئاگاداری بوون
on your own	بەخۆت
outside *prep*	لە دەرەوە
own *adj*	خاوەن
police station *n*	فەرمانگەی پۆلیس
newsagent's *n*	پەیامنیری هەواڵ
rest (= others) *n*	ئەوانی تر
shake hands	تۆقەکردن
travel agency *n*	ئاچانسی گەشتیاری
visitor *n*	مێوان
Lesson 3	
bossy *adj*	وەستایانی
interested *adj*	حەزکردن
interview *n, v*	چاوپێکەوتن
notice *v*	سەرنج
rude *adj*	بێ رەوشت
stupid *adj*	جیڵ-ئەحمق
Lesson 4	
able to *v*	دەتوانی
associate *v*	پەیوەندە پێ
candle *n*	مۆم
church *n*	کنیسە
correctly *adv*	بە تەواوی
fireworks *n*	العاب ناری

English	Translation
grammatically *adv*	له ریزماندا
grape *n*	ترێ
greetings card *n*	کارتی سلاو و پیرۆزبایی
light *v*	ڕۆناککردنەوە
New Year's Eve	شەوی سەری ساڵ
noodles *n*	بێگرێ
properly *adv*	بە شیوەیەکی ڕاست
soup *n*	شۆربە- مەرەگە
start *n*	دەستپێکردن
throw *v*	هاوێشتن
traditional *adj*	کەلتور
wave *n*	شەپۆڵ
wish *n*	هیوا

Review

celebration *n*	ئاهەنگ گیران
Christmas	جەژنی لە دایک بوونی مەسیح
failure *n*	شکستی/ سەرنەکەوتن
sign *n*	نیشانە

Unit 3

Lesson 1

anniversary *n*	یادکردنەوە
baker's *n*	نانەوا
ball-point pen *n*	پینوسی ووشك
cathedral *n*	کنیسە
cross *v*	پەرینەوە
description *n*	وەسف کردن
design *v*	نەخشەکێشان
flame *n*	گڵپە
goods *n*	شت ومەك
including *prep*	لەگەڵ
inflammable *adj*	ئاگر گر
marry *v*	شووکردن
nightclothes *n*	جلی شەو
on fire	لە سەر ئاگر

English	Translation
photograph *n*	وێنە
print *v*	چاپ
reach *v*	گەیشتن
statue *n*	پەیکەر
under control	لەژێر کۆنترۆڵ

Lesson 2

architect	ئەندازیاری تەصامیم
burn down *v*	سووتاندن
dome *n*	کنیسە
exhausted *adj*	زۆر ماندوو
exhibition *n*	پێشانگا
guys (= people) *n*	گەنجان
lazy *adj*	تەمبەڵ
millennium *n*	سالی دوو هەزارە
monument *n*	مانـۆمەنت
original *adj*	ئەسلی
present *adj*	ئێستاکە
roof *n*	بان
step *n*	هەنگاو
surf the internet	گەران لە ئینترنیت
thatched *adj*	حەسیر، بانی خانووە کۆنەکان پێی دادەپۆشرا
whisper *v*	پستە کردن

Lesson 3	**وانەی سێیەم**
boat *n*	بەلەم
cruise *n*	پاپۆر
cry *v*	گریان
emergency *n*	ئیمرجنسی
fall off *n*	بەربوونەوە
land *n*	زەوی
lifebelt *n*	قایشی سەلامەتی
overboard *adv*	لەسەر پشتی
pass *v*	پەرینەوە
point *v*	دەست نیشان کردن

English	Translation
pull *v*	راکیشان
rescue *v*	دەرباز کردن
ride *n*	گەیاندن
rock *n*	بەرد
rocket *n*	مووشەك
sail *v*	گەشتی دەریا
shiver *v*	لەرزین
speedboat *n*	بەلەمی خێرا
sun *n*	ڕۆژ
terrific *adj*	زۆر باش
transport *n*	گواستنەوە

Lesson 4

English	Translation
acting company *n*	کۆمپانیایی ئەکتەری
association *n*	کۆمەڵە
bestseller *n*	باشترین فرۆشیار
career *n*	پیشە
category *n*	بەش-گروپ
century *n*	سەدە
collect *v*	کۆکردنەوە
continue *v*	بەردەوام بوون
death *n*	مردن
extremely *adv*	بە توندی
fame *n*	ناوبانگ
fortune *n*	سەرمایە
major *adj*	گەورە
mind *n*	بیر
move *v*	جووڵە
novel *n*	ڕۆمان
novelist *n*	ڕۆمان نووس
occupation *n*	پیشە
part-owner *n*	خاوەنی بەشێك
play *n*	شانۆ
playwright *n*	نوسەری شانۆ
poem *n*	هۆنراوە
publish *v*	بڵاوکردنەوە

English	Translation
several *det*	زۆر
story *n*	چیرۆك
tragedy *n*	تراژیدی
wife/wives *n*	ژنە هاوسەر

Review

English	Translation
bright *adj*	گەش-ڕۆناك
float *v*	سەرئاو کەوتوو
flying saucer *n*	تەنێکی نەناسراوی لەکاتی فرین
kidnap *v*	قەپاندن

Unit 4

Lesson 1

English	Translation
act *v*	تەمسیل
appear *v*	بە دیارکەوتن
lunchtime *n*	کاتی نانی نیوەڕۆ
presenter *n*	پێشکەشکار
quiz *n*	کورتە تاقیکردنەوە
recording *n*	تۆمارکردن
rehearsal *n*	ڕاهێنان
rehearse *v*	پێداچوونەوە
shoot *v*	تەقەکردن
silence *n*	بێدەنگی
studio *n*	ستودیۆ
surprise *n*	مفاجئە

Lesson 2

English	Translation
episode *n*	ئەلقە
free *adj*	سەربەست
in time	لە کاتی دیار کراو
website *n*	ماڵپەڕ

Lesson 3

English	Translation
adverb *n*	ئاوەڵفرمان
afraid (= sorry) *adj*	بەداخەوە

English	Translation
angrily *adv*	بەتوڕەیی
body *n*	لەش
bossily *adv*	وەستایانە
broadcast *v*	پەخش کردن
character *n*	کاریکتەر
comfortably *adv*	بە ئاسانی
happily *adv*	بە شادییەوە
loudly *adv*	بەدەنگێکی بەرز
manner *n*	ڕەوشت
nervously *adv*	بە تووڕەیی
normal *adj*	ئاسایی
normally *adv*	بە ئاسایی
ourselves *pron*	بە خۆمان
perfectly *adv*	بە تەواوی
politely *adv*	بەرێزەوە
prepare *v*	ئامادەکردن
proper *adj*	گونجاو
quietly *adv*	بەهێمنی
relaxed *adj*	هێوەر
rudely *adv*	بێ ڕەوشتانە
sadly *adv*	بە دەلتەنگیەوە

Lesson 4

English	Translation
album *n*	ئالبوم
apartment (Am E) *n*	شوقە
backwards *adv*	بۆ دواوە
career *n*	پیشە
childhood *n*	تەمەنی منداڵێتی
copy *v*	کۆپی
drugstore (Am E) *n*	دەرمانخانە
flat *n*	شوقە
garbage (Am E) *n*	زبل
hungrily *adv*	بە برسێتی
illness *n*	نەخۆشی
keyboard *n*	کیبۆرد
life/lives *n*	ژیان
local *adj*	ناوخۆیی
market *n*	بازاڕ
nurse *n*	پەرستیار / ستستەر
pants (Am E) *n*	پانتەڵۆن
railroad (Am E) *n*	ڕێگای ئاسنی
seem *v*	وادیارە
series *n*	زنجیرە
serious *n*	بە ڕاستی
setting *n*	ئامادەکردن
sneakers (Am E) *n*	کالە
take place	ڕوودان
thirstily *adv*	تێنوو

Review

English	Translation
beautifully *adv*	بە جوانی
forecast *n*	خەمڵاندن
secret *n*	نهێنی

Unit 5

Lesson 1

English	Translation
arrangement *n*	ڕێکخستن
arts and crafts *n*	هونەر و توانا
canal *n*	کەناڵ
commercial *n*	بازرگانی
dozen *n*	دەرزەن
filming *n*	وینە گرتن
natural history *n*	مێژووی سروشتی
opera *n*	ئۆپێرا
paradise *n*	بەهەشت
perfect *adj*	تەواو
phantom *n*	فانتۆم
poster *n*	پۆستەر
second-hand *adj*	بەکارهاتوو
underground *n*	لەژێر زەوی

English	Translation
Lesson 2	
across *prep*	بەنێو
catch (catch a bus) *v*	پێراگەیشتن
corner *n*	کوچە-زاویە
directions *n*	ئاراستە
far *adv*	دوور
on the phone	لەسەر تلفۆن
policewoman *n*	پۆلیسی ئافرەت
round *prep*	لە دەوری
through *prep*	بەنێو
Lesson 3	
fried egg *n*	هێلکەی برژاو
garlic *n*	سیر
honestly *adv*	بە دروستی
hopeless *adj*	بێ ئومێد
meat *n*	گۆشت
mixed salad *n*	زەلاتە
mushroom *n*	کوارگ
olive *n*	زیتون
onion *n*	پیاز
order (order a meal) *v*	داواکردنی خواردن
pepper *n*	بیبەر
pineapple *n*	ئەنەناس
spinach *n*	ئسپێناغ
vegetarian *n*	رووەکی
Lesson 4	
change *n*	گۆران
definition *n*	پێناسە
deliver *v*	وەرگرتن
editor *n*	نووسەر
electronic *adj*	کارەباچی
future *n*	دوارۆژ
printer *n*	چاپکەر
printing *n*	چاپکردن

English	Translation
produce *v*	بەرهەمهێنان
reader *n*	خوێنەر
secret *n*	نهێنی
spelling *n*	رِشتن
surprise *v*	چاوەڕواننەکراو
textbook *n*	کتێبی خویندن
typewriter *n*	چاپکار
Review	
broadcasting service *n*	خزمەتگوزاری پەخش کردن
inventor *n*	داهێنەر
pea *n*	پاقلەمەنی
play back *v*	دووبارە لیدانەوە
steak *n*	ستیك/ پارچەگۆشت
transmission *n*	گواستنەوە
transmit *n*	بڵاوکردنەوە
video recorder *n*	ئامێری ڤیدیۆ
Unit 6	
Lesson 1	
cow *n*	چێڵ
deer *n*	بزنە کێوی
duck *n*	مراوی
farm *n*	کێڵگە
film *v*	فلیم
goat *n*	بزن
open space *n*	ناوچەیەکی کراوە
sheep *n*	بەرخ و مەڕ
squirrel *n*	سمۆرە
work out (work out how to ...) *v*	چۆنیەتی چارەسەر کردن
Lesson 2	
abroad *adv*	لە دورەوە
engine *n*	ئامێر
in fact	لە راستیدا

English	Translation
line (railway line) *n*	هێڵ
scary *adj*	بە ترس
simulator *n*	هاوشێوە دروستکەر
timetable *n*	خشتەی کات
tube (= underground) *n*	بۆری

Lesson 3

English	Translation
channel (TV channel) *n*	کەناڵ
crowded *adj*	قەرەباڵغ
excellent *adj*	زۆر باش
goal *n*	گۆڵ
introduce *v*	ناساندن
musical *n*	مۆسیقی
queue *n*	سەرە
rest *v*	پشووکردن
satellite TV *n*	ستەلایت
sight *n*	دیمەن

Lesson 4

English	Translation
angel *n*	پەری
border *n*	سنوور
create *v*	دروست کردن
falls *n*	کەوتن
ferry boat *n*	پاپۆر
half-way *adj*	نیوەی ڕێگا
harbour *n*	مینا
liberty *n*	سەربەخۆیی
lift *n*	هەڵگرتن
right-hand *adj*	دەستی راست
side *n*	لا
slow down *v*	لەسەر خۆ بە
statue *n*	پەیکەر
steep *adj*	شەقاو
super *adj*	زۆر نایاب
topic *n*	سەردێر

English	Translation
world-famous *adj*	ناوبانگی جیهانی

Review

English	Translation
hero *n*	قارەمان
indoor *adj*	لە ژوورەوە
model *n*	مۆدێل
ordinary *adj*	ئاسایی
past *n*	رابردوو
present (= now) *n*	ئێستا
screen *n*	شاشە
spirit *n*	روح

Unit 7

Lesson 1

English	Translation
pack *v*	بارگەتێنان
go cycling *v*	چوون بۆ پایسکل هاژووشتن
journalist *n*	ڕۆژنامەوان
pilot *n*	فڕۆکەوان
tourist guide *n*	ڕێبەری گەشتیاران

Lesson 2

English	Translation
attract *v*	سەرنجراکێشاَن
clean up *v*	خاوینکردنەوە
destroy *v*	تێکدان
each *pron*	هەریەك
environment *n*	ژینگە
litter *n*	پاشماوە
make sure *v*	بیگومان بە
mess *n*	زبڵ
practical *adj*	ئاسان بۆ بەکارهێنان
replace *v*	جێگرتنەوە
respect *v*	ڕێزلێنان
responsibility *n*	بەرپرسیارێتی
rubbish *n*	زبل
site *n*	شوێن
solution *n*	چارەسەر

English	Translation
take place v	روودەدات
wildlife *n*	ژیانی سروشتی
wrapper *n*	داپۆشین

Lesson 3

Lesson 4

English	Translation
alone *adj*	بە تەنیا
bamboo *n*	بامبوو
calf *n*	گۆلك
communication *n*	گفتوگۆکردن
compete *v*	پێشبرکێ دەکات
cry *n*	گراین
danger *n*	ترسناك
fewer *adj*	کەمتر
go down *v*	هاتنە خوارەوە
herd *n*	مێگەل
horn *n*	هۆرن
hunt *v*	راوچی
jaguar *n*	پلنگ
length *n*	درێژی
poacher *n*	دز
protect *n*	پاراستن
recently *adv*	لەم زوانە
reserve *n*	تەرخان کراو
rhino *n*	راهینۆ
roar *n*	نەرەی شێر
species *n*	توخم
square *adj*	چوارگۆشە
threaten *v*	ترساندن
wide *adj*	فراوان
wildlife *n*	ژیانی سروشتی
Zimbabwe	زیمبابۆی

English	Translation

Review

English	Translation
desert *n*	بیابان
detective *n*	ئەفسەری لێکۆلینەوە
forecast *n*	پێشبینی کردن
heat *n*	گەرمی
information *n*	زانیاری
rainbow *n*	پەلکەزێرینە
rise *n*	رۆژهەلاتن
sunlight *n*	ڕۆناکی خۆر